

إدارة المناهج والكتب المدرسية

Action Pack 12

Student's Book
Twelfth Grade

Cheryl Pelteret,
Liz Kilbey
and Judith Greet

YORK PRESS
Educational Research Center

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Scope and sequence

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5 The arts *page 34*	**Grammar:** articles; British English vs. American English **Vocabulary:** arts and crafts; handicrafts; British English spelling vs. American English spelling	**Listening:** a tour guide at the Azraq Wetland Reserve; an overview of the Madaba Mosaic School **Speaking:** a discussion about craftspeople **Pronunciation:** Minimal pairs (2) **Reading:** a report about the arts in Jordan; a magazine article about a professional craftsman **Writing:** an argumentative essay
Project: Give a presentation about an artist or a craftsperson.		

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SECOND SEMESTER



Technology

Overview

- read about the history of computers, and about how information technology is used in education
- listen to a radio programme about Internet safety, and a discussion about creating web pages
- use vocabulary related to computer and information technology
- use grammar revised from previous levels: present, past and future tenses, and reported speech
- talk briefly about how you use computers at home and at school
- write a discursive essay about using the Internet

Project

Research, create and present a plan for a school website.

Unit 1



Information technology

Reading strategies

Reading for general information

- Look at the title and any photographs to give you clues about the reading topic. For example, the title is 'The history of computers' and you can see a modern laptop, a large, early computer and an ancient object. These clues will help to prepare you for what you are going to read.
- Don't worry about words that you do not know at this stage.

Before you begin

1 Look at the photographs. What can you see? How have these items changed over time?

2 DW* Read the words in the box. Which word is a type of computer? Check the meaning of any word(s) that you do not know in the Glossary on page 90 or in a dictionary.

calculation computer chip floppy disk PC program smartphone World Wide Web

*Dictionary Work

3 This article is about the history of computers. How old is the world's oldest computer? Listen and read.

THE HISTORY OF COMPUTERS

When you are using a computer, think about the technology that is needed for it to work. People have been using types of computers for thousands of years. A metal machine was found on the seabed in Greece that was more than 2,000 years old. It is believed that this was the first ever computer.

In the 1940s, technology had developed enough for inventors to make the first generation of modern computers. One such model was so large that it needed a room that was 167 square metres to accommodate it. During that decade, scientists in England developed the first computer program. It took 25 minutes to complete one calculation. In 1958 CE, the computer chip was developed.

The first computer game was produced in 1962 CE, followed two years later by the computer mouse. In 1971 CE, the floppy disk was invented, which meant that information could be shared between computers. The first PC (personal computer) was produced in 1974 CE, so people could buy computers to use at home.

In 1983 CE, people could buy a laptop for the first time. Then, in 1990 CE, the British scientist Tim Berners-Lee developed the World Wide Web. It was not until 2007 CE that the first smartphones appeared. Today, most people use their mobile phones every day.

What will happen in the future? You can already buy watches which can do the same as mobile phones. Scientists have also developed glasses that are capable of doing even more than this.

Life in the future is going to see further changes in computer technology. It is likely that all aspects of everyday life will rely on a computer program, from how we travel to how our homes are heated.

Comprehension

4 **Listen to and read the article again and answer the questions.**

1 Where was the first ever computer found?
2 What information in the text shows that the first modern computers were very large?
3 List the inventions that were completed between 1958 CE and 1974 CE.
4 How do you think computer technology will develop further in the future? How far do you agree with the article?
5 We rely more and more on computer technology. How far do you agree that this is a positive development?

Tip!

- A question that asks *How far do you agree ...?* is asking you to discuss a viewpoint expressed in something you read. Make sure you consider points you agree with, as well as ones you do not.
- You can use language for contrast such as *whereas, however, but, on one hand, ... on the other hand, ...*

Grammar: Revision of the tenses

5 **Work in pairs. In the article on page 6, find one sentence with each of the following grammatical structures. Then, in your notebook, write your own sentences for each of the items and tell your partner.**

1 The Present Simple
2 The Present Continuous
3 The Present Perfect
4 The Present Perfect Continuous
5 The Past Simple
6 The Past Perfect
7 The Present Simple Passive
8 The Past Simple Passive
9 The Future with *will*
10 The Future with *going to*

6 **Complete the text with the correct form of the verbs in brackets.**

People **(1)** _____ (use) smartphones since they **(2)** _____ (invent) in the early 2000s. During the early 2000s, people **(3)** _____ (buy) phones in different colours and different designs. In 2010 CE, the first tablet computer **(4)** _____ (produce). By the end of 2010 CE, companies **(5)** _____ (sell) more smartphones than PCs for the first time. Now, about one billion smartphones **(6)** _____ (sell) around the world each year. In the near future, it **(7)** _____ (estimate) that over 40% of the population in Jordan will have a smartphone. It is probable that this market **(8)** _____ (expand) in the future. At the moment, people aged 16–30 **(9)** _____ (buy) the most smartphones, but experts say there **(10)** _____ (be) a growth in the number of older people buying smartphones in the future.

Speaking

7 **Work in pairs and answer the following questions.**

1 Which form of modern technology do you think is the most useful? Why?
2 What are the advantages and disadvantages of having laptop computers, tablet computers or smartphones?
3 What would life be like without computers?

Research box

When was the world's first email sent and why did it use the @ symbol?

Writing

8 **Write a paragraph about how you or your family use modern technology. You should focus on using any new vocabulary to describe this.**



Speaking

1 Work in pairs. Discuss these questions.

1 In what ways can digital information be used to educate people?
2 Do you think that computers will replace books one day? Why/Why not?

Reading

2 **This text is a talk (an informal presentation) about using technology in class. Listen and read. Complete the text with these sentences.**

A They could even email students in another country.
B For example, scientists or teachers from another country could give a lesson to the class.
C Tablets are ideal for pair and group work.
D If students learn to summarise quickly, they will be able to use this skill in future.

Young people love learning, but they like learning even more if they are presented with information in an interesting and challenging way. **Today, I am going to give a talk about** how you can use technology in Jordanian classrooms. (5)

Here are some ideas:

Many classrooms now use a whiteboard as a computer screen. **As a consequence**, teachers can show websites on the board in front of the class. Teachers can then use the Internet to show (10) educational programmes, play educational games, music, recordings of languages, and so on.

In some countries, tablet computers are available for students to use in class. **Therefore**, students can use the tablets to do tasks such as showing (15) photographs, researching information, recording interviews and creating diagrams. **(1)** ______

Teachers can perhaps ask their students to start writing a blog (an online diary), either about their own lives or as if they were someone (20) famous. They can also create a website for the classroom. Students can contribute to the website, **so for example** they can post work, photos and messages.

Most young people communicate through social (25) media, by which they send each other photos and messages via the Internet. Some students like to send messages that are under 140 letters for anyone to read. Teachers can ask students to summarise information about what they have (30) learnt in class in the same way. **(2)** ______

We all like to send emails, don't we? Email exchanges are very useful in the classroom. Teachers can ask students to email what they have learnt to students of a similar age at another (35) school. **(3)** ______ **As a result,** students can then share information and help each other with tasks.

Another way of communicating with other schools is through talking to people over the computer. Most computers have cameras, so you (40) can also see the people you are talking to. In this way, students who are studying English in Jordan can see what students in England are doing in the classroom while they are speaking to them. You can also use this system to invite guest speakers to (45) give talks over a computer. **(4)** ______ If you had this type of lesson, the students would be very excited.

Students often use computers at home if they have them. Students can use social media on (50) their computers to help them with their studies, including asking other students to check and compare their work, asking questions and sharing ideas. The teacher must be part of the group, too, to monitor what is happening. (55)

Thank you for listening. Does anyone have any questions?



Vocabulary

3 Which of the following would you use to …

blog **email exchange** **social media** **tablet computer** **whiteboard**

1 record interviews with people? *tablet computer*
2 share information with students in another country?
3 watch educational programmes in class?
4 ask another student to check your homework?
5 write an online diary?

4 Work in pairs. Explain the difference in meaning between these phrases from the article.

1 to **share** / **compare** ideas
2 to **create** / **contribute to** a website
3 to **research** / **present** information
4 to **monitor** / **find out** what is happening
5 to **give a talk to** / **talk to** people
6 to **show** / **send** photos



5 Complete the sentences so they are true for you. Work in pairs.

1 My teacher says I must …
2 In our English lessons, I can …
3 I use technology to …
4 Next year, I will start …
5 If I had more time, I would …
6 If I use a computer, I …
7 If the teacher gives us homework today, I …

6 Read the talk on page 8 again and find the following:

1 a sentence which acts as an introduction
2 a sentence which tells you what the talk is going to be about
3 two sentences which end the talk

7 Work in groups. Prepare a short talk about how you use computers at home and at school. Choose a spokesperson. Present your talk to the class.



Giving a talk

- Plan your talk, using the same structure as in exercise 6.
- Use the helpful expressions in **bold** from the talk on page 8.
- Make notes for what you want to say. Don't read your talk aloud at this stage.
- Look at your audience as you speak and make them interested in what you are saying.

Writing

8 Write two paragraphs discussing the role of technology in communication. How important do you think technology is when we communicate? Pay attention to the linking words.

Writing skills: Coherence

To make your essay 'flow' so that it is clear to your audience, you need to link your ideas:

Indicating consequence:

In this way, *technology makes communication more convenient.*

As a consequence, *family members who are away from home can communicate well with their loved ones.*

Therefore, *people can communicate more quickly and conveniently.*

Indicating opposition:

However, *social media is time-consuming. /* ***Whereas,*** *the more quickly and conveniently we communicate, the more likely it is that there will be misunderstandings.*

Despite *the recent advances in technology, it is still unreliable and very inconvenient.*

Listening strategies

Preparing to listen

- Before you listen, look at the pictures on the page for clues about what you are going to hear. For example, the two photos below show students using computers.
- Read the key vocabulary out loud so that you are used to the pronunciation. (If these words and phrases are in the recording, you will be able to recognise them easily.)
- Read the questions carefully to help you to focus on the necessary information.





Vocabulary

1 DW **Read the words in the box. Check the meaning of any word(s) that you do not know in the Glossary on page 90 or in a dictionary.**

access **filter** **identity fraud** **privacy settings** **security settings**

Listening

2 **Listen to a radio programme about Internet safety and answer the questions.**

1 What does the professor say about filling in forms on the Internet?
2 Do you think that the professor believes Internet safety is very important, or not very important? What in his speech makes you think this?

3 **Complete the verb phrases and phrasal verbs with the correct words. Then listen again and check.**

1 to know ______ dangers of the Internet
2 to connect ______ people on the Internet
3 to turn ______ privacy settings
4 to give ______ personal information
5 to fill ______ a form

Grammar: Revision of reported speech

4 **Write the sentences from the recording in reported speech.**

1 'Many computers have filters which stop people seeing certain websites.'
He said that many computers had filters which stopped people seeing certain websites.
2 'If they share information on social media with their friends, it might be accessed by other people, too.'
3 'On social media, you should only connect to people you know well.'
4 'Later we will give you, our dear listeners, information about websites where you can find more advice on Internet safety.'

5 Report what these people are saying. Pay attention to the time phrases.



Our teacher told us about the dangers of the Internet yesterday. I have to write an essay about it tonight. I think I'm going to need some help.



We have to give a talk about the advantages and disadvantages of the Internet next week, so I'll need to prepare it this week.

Speaking

6 Work in pairs and discuss these questions.

1. In what ways are web pages different to pages in books or magazines?
2. Are some web pages easier to use than others? Why/Why not?
3. What do you think makes a good website?

Listening

7 Listen to a discussion about creating web pages. What is more important: how a web page looks or how easy it is to use?

Comprehension

8 Listen again and answer the questions.

1. What does a web-building program help you to do?
2. Why do you need web hosting?
3. What is a domain name?
4. What costs are there in starting a website?



Writing

9 Write a three-paragraph essay of 200 words discussing the advantages and disadvantages of using the Internet. Then share your work with the class.

Academic skills: Self-assessment and correcting your written work

After you have written your first draft, read it through and check your work.

- Have you used the correct punctuation?
- Have you used tenses correctly?
- Have you organised your text logically using appropriate adverbs (*however*, *therefore*, *consequently*, etc.)?
- Have you used a main point for each paragraph?
- Does your essay have an introductory and a closing sentence?
- Have you checked the spelling of any difficult words (read your text carefully and also used electronic spell-checking programs if you have a computer)?

Quotation Read the quotation. Do you agree with it? Why/Why not? Translate the quotation into Arabic.

> *Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.*
> **Bill Gates (1955 CE–)**

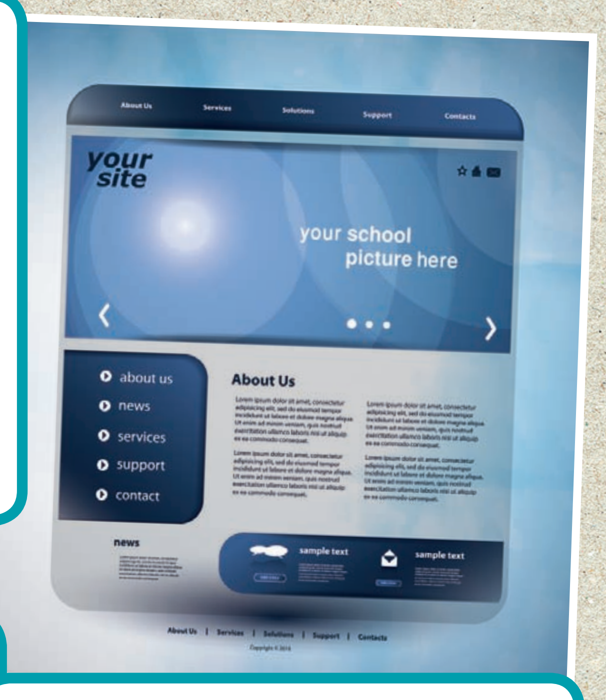


Project

Research, create and present a plan for a school website.

Your task

- Your school needs a website and your class has been chosen to design it. Answer the questions below.
- Divide up the work into web pages. Each group takes one web page.
- As a class, brainstorm necessary features of a school website and then choose which page your group will design.
- Decide on an interesting and attractive design.
- Write and design your web page.
- Present your web page to the class.



Questions

- What kind of pages might you find on school websites?
- How can you divide the work so that everyone gets to use his or her strengths?
- How are you going to present the material on the web page? What is the page going to look like? Where can photographs be included? Where do you want to put the links for music or films?
- What is the domain name going to be?

Hints

- Look at web pages from other schools and see what type of design works best.
- Present your information clearly and in paragraphs with headings.

Project self-assessment tool

1 How much responsibility did you take in planning the web page?
2 Did your group work well together? Give examples.
3 Was your project well-presented? In what way?
4 What was the best thing about the project?
5 What could you have done better?



Health

Overview

- read about complementary health treatments, the harmful effects of anger on health, healthcare in Jordan, a newspaper article about a young inventor, medical technology in the future, and the King Hussein Cancer Center
- listen to a conversation about anger management, and a talk about medical robots
- use vocabulary related to health and medicine
- use *be used to* and *used to*, the Past Perfect Continuous, the Future Continuous and the Future Perfect
- talk about a regular family activity or routine from childhood, what you hope, intend and plan to do in the future, and life in the future
- write a report about health facilities, and a descriptive essay about Jordan in the future

Project

Interview an older person and write about their life.



Unit 2 A healthy life

Grammar

be used to, *used to*; the Past Perfect Continuous

Reading strategies

Scanning a text for key information

- Read the question and underline what information is required.
- Read the text quickly, underlining the information that answers the question.

Before you begin

1 Look at the photographs. What medical treatments can you see?

2 DW Read the words in the box. Check the meaning of any word(s) that you do not know in the Glossary on pages 90–92 or in a dictionary. Group the words in two categories:
1 health treatments **2** illnesses or medical conditions

acupuncture ailment allergy arthritis herbal remedy homoeopathy immunisation malaria migraine

3 This article is about complementary medicine. Listen and read. What medical conditions may be treated using complementary medicine?

Complementary medicine: is it really a solution?

Most doctors used to be sceptical about the validity of homoeopathy, acupuncture and other forms of complementary medicine. If patients wanted to receive this kind of non-conventional treatment, they used to have to consult a private practitioner who was likely not to have a medical degree. However, in recent years, the perception of this type of treatment has changed. These days, many family doctors study complementary medicine alongside conventional treatments, and many complementary medicine consultants also have medical degrees.

Whereas critics used to say that there was no scientific evidence that non-conventional treatments actually worked, now it is more common for medical experts to recognise that conventional medicine may not always be the only way to treat an ailment.

At a surgery in London, 70 per cent of patients who were offered the choice between a herbal or a conventional medicine for common complaints such as insomnia, arthritis and migraines chose the herbal remedy. Fifty per cent of patients then said that the treatment helped. One doctor said, "I now consider homoeopathy to be a viable option for many different conditions, including anxiety, depression and certain allergies. It provides another option when conventional medicine does not address the problem adequately."

However, complementary medicine cannot be used for all medical treatments. It can never substitute for immunisations as it will not produce the antibodies needed to protect against childhood diseases. It also cannot be used to protect against malaria.

One doctor said, "I will always turn to conventional medical treatment first to ensure that no underlying condition is missed. However, the idea of complementary treatments is no longer an alien concept. In my opinion, it should work alongside modern medicine, and not against it."

Comprehension

4 **Listen to and read the article again, and decide if these sentences are true or false. Correct the false sentences.**

1 Doctors used to be convinced that only conventional forms of medicine worked.
2 Nowadays, many doctors study complementary forms of treatment.
3 At the surgery mentioned in the article, the majority of patients found that the herbal remedy was useless.
4 Complementary medicine can treat malaria.

5 **Answer the following questions about the article.**

1 The article suggests that people's perception of complementary medicine has changed over time. Why do you think this is the case?
2 "Complementary treatments … should work alongside modern medicine, not against it." Explain this statement in two sentences, justifying your answer with examples from the article.

Grammar: *be used to*; *used to*

6 **Choose the correct option in each sentence.**

1 I ***didn't use to*** / ***am used to*** understand English, but now I do.
2 My cousin has lived in Lebanon for a year. He says he ***is used to*** / ***didn't use to*** living there now.
3 My family and I ***are used to*** / ***used to*** go camping once a month, but we stopped doing that when we moved to the city.
4 Joining a gym can be very tiring at first if you ***used to*** / ***aren't used to*** doing much exercise.
5 When I was young, I ***used to*** / ***am used to*** go fishing with my dad every weekend. Now I don't, unfortunately!

Speaking

7 **Work in groups. Talk about your life now, and compare it with your life five years ago. What changes have there been?**

- What did you use to do that you do not do any more?
- What new activities are you used to doing now that you did not do in the past?
- Are the friends you used to spend time with different from your friends now?

Writing

8 **Read the two sample reports on page 72 of the Activity Book. Which do you think gives a clearer picture of participation in the arts in London, England? Why? Consider the following:**

• structure • register • vocabulary • content

Now write a paragraph of 60 words summarising your preferred report.



Tip!

When you are asked *why* in a comprehension question, you should always check what the article says about the question.
Make sure:
- you justify your answer
- you do not just repeat what the article says; you should refer to it but not just retell it.



Writing strategies

Writing to inform

- **DO** use headings and subheadings – this reduces need for lengthy introductions to an area of interest.
- **DO** use bullet points if information can be expressed in a list (for example in the conclusion).
- **DON'T** be afraid to rephrase what you want to say as many times as necessary in your first draft.
- **DON'T** repeat yourself too much.

Speaking strategies

Focus on a topic

- A speaking task often comes before a reading or listening activity to get you thinking and talking about the topic. Share your ideas and experiences with your partner and ask for their opinion.

Speaking

1 **Work in small groups. Discuss these questions and share your ideas.**

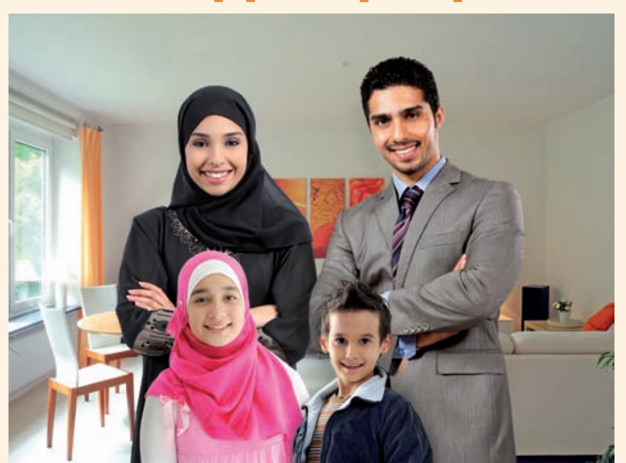
1 Do you ever feel yourself getting angry? What kind of things can make you angry?

2 Do you think that feeling angry is bad for you? Why/Why not?

Reading

2 **In pairs, discuss the question in the title of the article. What are your opinions? Read the article and consider your opinion again.**

Are happier people healthier – and, if so, why?



It's normal to **feel a bit blue** from time to time. However, studies show that negative emotions can harm the body.

Anger can also have harmful effects on health. 5 When you **see red**, your blood pressure is raised and you can suffer from headaches, sleep problems and digestive problems. However, what about positive feelings and attitudes? Until recently, scientists had not investigated whether there is a 10 link between positive feelings and good health.

Then, in a study that had followed more than 6,000 men and women aged 25 to 74 for 20 years, researchers found that positivity reduced the risk of heart disease. Other factors influencing health 15 included a supportive network of family and friends, and an optimistic outlook on life.

The research showed that children who were more able to stay focused on a task, and who had a more positive attitude to life at age seven, were 20 usually in better health 30 years later.

The study has been controversial. Some health professionals believe that bad lifestyle choices, such as smoking or lack of exercise, are the reason for heart disease and other illnesses, and not 25 an individual's attitude. The researchers, while agreeing, raise the question: why are people making bad lifestyle decisions? Do more optimistic people make better and healthier lifestyle choices?

The researchers appreciate that not everyone's 30 personal circumstances and environment make it possible to live without worry. However, they believe that if we teach children to develop positive thinking, and to 'bounce back' after a setback, these qualities will improve their overall 35 health in the future.

Comprehension

3 **Read the article again and answer the questions.**

1 What are the possible effects of anger and stress on someone's health?

2 What is controversial about the researchers' study?

3 What is your opinion of the researchers' findings?

Vocabulary

4 **a** What feeling does each of the idioms in **bold** from the text refer to?

A happiness **B** sadness **C** fear **D** anger

b What do the following *colour* idioms in brackets mean?

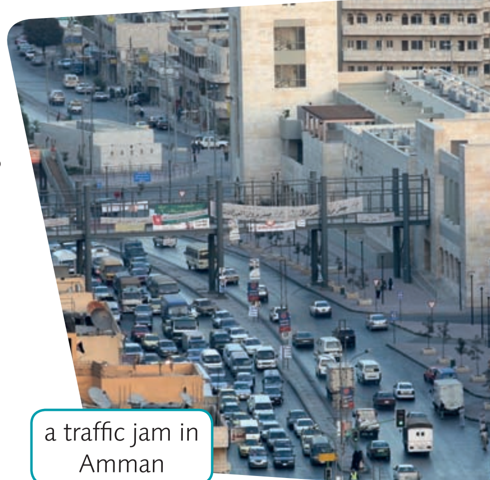
1. Have you heard the good news? We've got **the green light** to go ahead with our project! (the green light)
2. Luckily, the police arrived and the thief was caught **red-handed**. (red-handed)
3. I was shocked when I heard the news. It came completely **out of the blue**. (out of the blue)
4. Nobody goes to the new private sports club. The building is **a white elephant**. (a white elephant)



Try rephrasing the sentences so that they say what you think the idiom means. Do they still make sense?

Listening

5 **Listen to a teacher and her students discussing anger management. Are any of your ideas from exercise 1 mentioned?**



a traffic jam in Amman

Comprehension

6 **Listen again and answer the questions.**

1. What made the teacher angry on her journey to school?
2. What was she worried about?
3. What did she do to make herself feel calm?
4. What does Zainab do when she starts to get angry?
5. What synonym for *angry* does Sami use?
6. What does Sami do to control his anger?

Tip!

The IPA is a set of phonetic symbols that are used to transcribe words in order to know how they are pronounced. In previous levels, the IPA has been used in the glossaries, and the list of symbols has been given in a Pronunciation table like the one in the Activity Book, page 69.

Pronunciation: Using the International Phonetic Alphabet – IPA (1)

7 **Listen to the words. Match them with their phonetic transcriptions.**

1 /'æŋgri/	**a** importance
2 /kɑːm/	**b** school
3 /skuːl/	**c** exercise
4 /'eksəsaɪz/	**d** angry
5 /ɪm'pɔːtəns/	**e** calm

Speaking

8 **1** Make notes about something that used to make you stressed. How have you changed your habits so that it doesn't make you stressed any more?

2 Tell your partner about this. Try to explain yourself with ***used to*** and ***be used to***.

Writing

9 **Consider the plan of a report about free-time activities that are available in your area on page 73 of the Activity Book. In groups of five, choose a paragraph each and expand it. Present your paragraph to the group, and join the five paragraphs. Make any necessary adaptations.**

Speaking

1 Work in small groups. Health conditions in Jordan are among the best in the Middle East. Why do you think this is the case? Give examples.

Reading

2 Read the report. Check your answers to exercise 1. Match the sub-headings **1–3** with the sections **A–C** in the report.

1 Life expectancy **2** Hospitals **3** Healthcare centres

3 What do the words in **bold** from the report mean? Work in pairs.

Reading strategies

Matching sub-headings to sections of a text

- Look carefully at the sub-headings. What information would you expect to find in each section?
- Look for words and phrases in the sections which are related to the sub-headings.

Health in Jordan: A report

Introduction

Health conditions in Jordan are among the best in the Middle East. This is largely due to the country's commitment to making healthcare for all a top priority. Advances in education, economic conditions, **sanitation**, clean water, diet and housing have made our community healthier.

A ....

5 As a result of careful planning, the number of healthcare services has been increasing rapidly over the past years. More than 800 different kinds of healthcare centres have been built, as well as 188 **dental** clinics. In 2014 CE, 98 per cent of Jordanian children were fully immunised, thanks to **immunisation** teams that had been working towards this goal for several 10 years.

Although there were remote areas of the country where people had been without consistent access to electricity and safe water, almost 99 per cent of the country's population now has access.

B ....

Although the country has been focusing mainly on improving its primary 15 healthcare facilities, it has not neglected its advanced medical facilities. The reputation of Jordanian doctors has spread in the region, and now many more patients come to Jordan for open heart surgery. In Jordan, the open heart surgery programme started in 1970 CE in Amman.

C ....

The life expectancy figures show that Jordan's healthcare system is 20 successful. In 1965 CE, the average Jordanian's life expectancy was age 50. In 2017 CE, this average life expectancy had risen to 74.6.

According to UNICEF statistics, between 1981 CE and 1991 CE, Jordan's **infant mortality** rates declined more rapidly than anywhere else in the world – from 70 deaths per 1,000 births in 1981 CE to only 15 deaths per 25 1,000 births in 2017 CE.

Conclusion

The low infant mortality rate, as well as the excellent healthcare system, have been contributing factors to Jordan's healthy population growth, which will result in a strong **work force** with economic benefits for the whole country.



Academic skills: Writing a report

4 Read the report again and answer these questions.

1 What is the title of the report?
2 What is the purpose of the sub-headings before different sections?
3 What is the link between the introduction and the conclusion?
4 Is the language formal or informal? How can you tell?

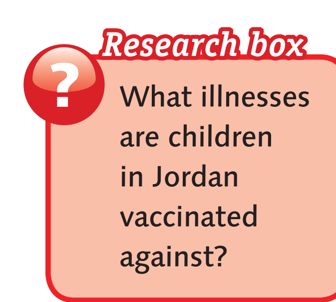
Grammar: The Past Perfect Continuous

5 Complete the sentences, using the Past Perfect Continuous form of the verbs in brackets.

1 **A:** When I saw you yesterday, you looked really tired.
B: Yes, I _had been running_ for half an hour. (run)

2 My mother lost her purse yesterday. She ______ in the market; she must have put it down somewhere and left it there. (shop)

3 I made my mother a cup of tea. She was very tired; she ______ all afternoon for a special family dinner. (cook)



6 Complete the sentences by choosing the correct verb forms.

Hind **(1)** ***has / had*** been working very hard for several weeks before she did her final exams. When the results were published, she was delighted to learn that she **(2)** ***has / had*** passed. She **(3)** ***has / had*** done extremely well. She **(4)** ***phoned / had phoned*** her parents from the college. They **(5)** ***were / had been*** waiting for her call all morning. When she arrived home an hour later, there was a surprise for her. For several weeks, her parents **(6)** ***planned / had been planning*** a special weekend away to Jerash Festival. They **(7)** ***have / had*** managed to make it a surprise for Hind, even though they **(8)** ***were / had been*** using the family computer to make all the arrangements! Hind was delighted. She **(9)** ***has / had been*** talking about Jerash Festival for months; and now the whole family was going! It was a wonderful graduation present.



Speaking

7 Work in pairs. Use the time periods in the box to talk about things you had been doing.

by 5 a.m. this morning | **by the time I was ten** | **by the time my friend phoned me**

Writing

8 Write a report about health facilities in your area. Remember to include a title, and supply factual information. Write about 200 words.

Writing skills: Useful language for reports

Introduction
The aim of this report is to … / This report examines … / In this report, […] will be examined.
Reporting information
There are more than […] well-equipped health centres in [name of town].
Almost three-quarters of the population are regular users of …
The number of […] has declined/increased since [date].
Conclusion/Recommendations
It appears that … / This results in … / It is recommended that … / The best course of action would be to …

Quotation Read the quotation. Do you agree with it? Why/Why not? Translate the quotation into Arabic.

> ***He who has health has hope; and he who has hope, has everything.***
> **Thomas Carlyle (1795 CE–1881 CE)**



Unit 3

Medical advances

Grammar
the Future Continuous; the Future Perfect

Before you begin

1 Read the title of the unit and the title of the article below. How do you think they are related to the photographs? What do you think the young inventor in the article has designed?

2 DW Read the words in the box and form pairs of synonyms. Two words have their synonyms in the newspaper article. Find them. Check the meaning of any word(s) that you do not know in the Glossary on pages 90–92 or in a dictionary.

> **apparatus   appendage   artificial   limb   prosthetic   sponsor (v)**

3 This newspaper article is about a young inventor. Listen and read. Check your answers to exercise 1.



Adeeb al-Balooshi

Young Emirati inventor is going to travel the world

Ten-year-old Adeeb al-Balooshi, from Dubai, is going to travel to seven countries on a tour which has been organised and funded by Sheikh Hamdan bin Mohammad, Crown Prince of Dubai.

The boy caught Sheikh Hamdan's attention with his invention – a prosthetic limb for his father. The Sheikh has taken a special interest in the boy, and hopes the tour that he is sponsoring for Adeeb will give the young inventor more self-confidence and inspire other young Emirati inventors.

Adeeb got the idea for a special kind of prosthetic leg while he was at the beach with his family. His father, who wears an artificial leg, could not swim in the sea as he could not risk getting his leg wet. This inspired Adeeb to invent a waterproof prosthetic leg.

Adeeb is going to visit the USA, France, the UK, Ireland, Belgium, Italy and Germany, where he will be staying with relatives. However, while he is in Germany, Adeeb will not be spending all his time sightseeing. He will be working with a specialist doctor to build the appendage. He will also be attending a course on prosthetics and learning about different kinds of medical apparatus.

Adeeb has invented several other devices, including a tiny cleaning robot and a heart monitor, which is attached to a car seat belt. In the case of an emergency, rescue services and the driver's family will be automatically connected with the driver through this special checking device.

He has also invented a fireproof helmet. This special equipment, which has a built-in camera system, will help rescue workers in emergencies.

It is for these reasons that Adeeb rightly deserves his reputation as one of the youngest inventors in the world.

Comprehension

4 **Listen to and read the newspaper article again and answer the questions.**

1 Why was Sheikh Hamdan interested in helping Adeeb? Why did he offer Adeeb the gift of a world tour?
2 How did Adeeb get his inspiration for a waterproof prosthetic leg?
3 Who will Adeeb be staying with in Germany, and what will he be doing there?
4 What does the suffix *-proof* mean (*waterproof*, line 15; *fireproof*, line 30)?
5 What is the purpose of the in-car heart monitor? Why do you think that it is built into the seat belt?

Tip!

For question 5, you need to infer meaning where it is not explicit in the text.
You should:
- answer the question with your opinion
- back it up with experiences you have had or information you have read.

Grammar: The Future Continuous

5 **Complete the mini-dialogues using the Future Continuous.**

1 **A:** Can I call you tonight after 6 p.m., or ______ (you have) dinner with your family then?
2 **B:** No, I ______ (not have) dinner at that time. I ______ (watch) the news. My mum ______ (prepare) dinner, because we usually eat at about 7 p.m.
3 **A:** What do you think ______ (you do) in two years' time? ______ (you work), or ______ (you do) a university degree?
4 **B:** I certainly ______ (not work) because I want to do a degree in Medicine. It's a very long course, so I ______ (still study) in seven years' time!

6 **Choose the correct form of the verbs.**

1 If you need to contact me next week, we'll ***stay*** / ***be staying*** at a hotel in Aqaba.
2 If you need help to find a job, I will ***help*** / ***be helping*** you.
3 I can't call my dad right now. He'll ***board*** / ***be boarding*** the plane. It takes off in an hour.
4 We won't be home tomorrow night. We'll ***watch*** / ***be watching*** the football match at the stadium.
5 Do you think you'll ***miss*** / ***be missing*** your school friends when you go to university?

Speaking

7 **Work in pairs. What will you be doing at the times in the box? Ask and answer questions using the Future Continuous.**

this time tomorrow **in five years' time**
on Friday afternoon **in June**

Writing

8 **Think of three ways in which people will be living in the future. Write about 80 words. Consider three of the following:**

• at home • in a hospital • at school • at work

Writing strategies

Writing a single paragraph

When you are writing a single paragraph, consider the following:
- conciseness – how you can get your point across within the word limit;
- clarity – when you re-read what you have written, does it say what you intended?

Quotation Read the quotation. Do you agree with it? Why/Why not? Translate the quotation into Arabic.



Wherever the art of Medicine is loved, there is also a love of Humanity.
Hippocrates (460 BC–370 BC)









Speaking

1 Work in pairs. What do you think the consequences will be for the world if people live longer? Should we be using technology to help us to improve life expectancy?

2 **DW** Read the words in the box. Which words refer to illnesses and other medical conditions? Which refer to medical apparatus or treatment? Check the meaning of any word(s) that you do not know in the Glossary on pages 90–92 or in a dictionary.

coma dementia drug implant medical trial pill scanner side effect stroke symptom

Reading

3 Read the website article and complete it with five words from exercise 2.

In the future

We will be able to have an operation to increase our intelligence.

Scientists have already developed brain implants that improve vision or allow disabled people to use their thoughts in order to control prosthetic limbs like arms, legs or hands, or operate a wheelchair. In 2012 CE, research on monkeys showed that a brain **(1)** _______ improved their decision-making abilities. How will humans benefit from this research? Scientists hope to develop a similar device to help people who have been affected by brain damage, which could be caused by **(2)** _______, a stroke or other brain injuries.

Doctors will be able to communicate with people in a coma.

In 2010 CE, neuroscientists confirmed that it was possible to communicate with some patients in a coma, by using a special brain **(3)** _______ called an MRI. They suggested that, in the future, more meaningful dialogue with patients in a coma would be possible. Two years later, it has finally happened. The scanner, used on a man who has been in a coma for more than twelve years, proves that he has a conscious, thinking mind – a fact that had previously been disputed by many. Doctors plan to use similar brain-scanning techniques in the future to find out whether patients are in pain, or what they would like to be done in order to improve their quality of life.

A new drug will help to treat certain types of cancer almost instantly.

A new cancer drug is being trialled in Plymouth, UK, which doctors hope will extend the lives of cancer patients and reduce their symptoms overnight. It is taken as a single **(4)** _______ every morning, and so far patients have shown none of the usual **(5)** _______ such as the sickness and hair loss that are experienced when undergoing other forms of cancer treatment. The new treatment works by blocking a protein which causes cancerous cells to grow. It will improve patients' life expectancy and quality of life much more quickly than any other treatment. The patients were interviewed a year after starting the treatment and are fit and well, saying that they are definitely going to continue the trial. They have every reason to believe the new drug is going to work. Doctors at Plymouth Hospital hope that it will help patients from all over the world.

Reading strategies

Completing a text

- Read the text first to understand the general meaning.
- Look at the words in the box. Think about the part of speech that each word is.
- Look at each gap and consider the best word to insert into the gap. Look at the words before and after the gap to predict the kind of word that is missing.
- Think about the part of speech of the missing word and whether it is singular or plural.

Speaking

4 Look at the third sub-heading in the article. How far do you think this is true? Give reasons.

5 Make correct sentences about the future.

1. He / hope / become a teacher one day.
2. I / intend / apply for a job when I finish university.
3. Many hospitals / plan / use robots to help nurses in the future.
4. How / you / intend / solve the problem?
5. Our school / hope / raise enough money to build a new library.
6. you / intend / buy tickets for the play?

6 What do you hope, intend and plan to do in the future? Work in pairs.

Listening

7 Look at this photograph showing the subject of a talk. What do you think the talk is going to be about? Listen and check.



a robot collecting medicines

Comprehension

8 Listen again and answer the questions.

1. How will robots be able to help doctors when they are not available for face-to-face consultations with patients?
2. In Japan, what task are scientists developing robots to perform?
3. What kind of operations will robots be used in? Why?
4. Why are robots particularly suited to sorting and delivering medicine?

Pronunciation: Using the International Phonetic Alphabet – IPA (2)

9 Listen to these words. Write them using the IPA. Check your answers in a dictionary.

1. technology
2. audience
3. healthy
4. carrying

Writing

10 Read the sample descriptive essay on page 74 of the Activity Book. First, label the parts of the essay, using the bullet points under it. Then, highlight or underline any of the following rhetorical devices that you find:

- sensory descriptions
- onomatopoeia
- simile
- personification

Finally, write an extra paragraph of about 50 words.

Writing skills: Using rhetorical devices

Simile:

Some robots will look and ***sound very like humans****, because technology will have advanced a great deal.*

Treatment and medicines will ***taste as delicious as*** *real food.*

Metaphor:

The world will be ***at your fingertips****.*

Onomatopoeia:

Everywhere we go we will hear the constant ***buzz*** *and* ***hum*** *of technology.*

Personification:

Our computers and mobile phones will ***take care of us****, by* ***telling us*** *when to wake up, eat and sleep.*

Tip!

- Read the information. Cover it and try to remember the gist of it. Think about any knowledge you have in this area.
- Don't worry about 'correct' answers; you are being asked to express an opinion. However, you should be able to back up your opinion.

Research box

What is the population of your town or city?

Speaking

1 Read the following information and discuss the questions.

The population of Jordan increased from approximately 2.3 million in 1980 CE to about 9.7 million in 2017 CE. It is expected that the population will keep on increasing, and by 2050 CE it will be about 11.7 million.

1. How do you think this increase in population will affect Jordan's housing, education and health facilities?
2. What can be done to help Jordan cope with this increase in population?

2 Work in pairs. What do you know about the King Hussein Cancer Center?

Reading

3 The following text is a newspaper article from 2014. Read it and check your answers to exercise 2. Have all the plans that the article mentions been achieved?



The King Hussein Cancer Center

The King Hussein Cancer Center (KHCC) is Jordan's only comprehensive cancer treatment centre. It treats both adult and paediatric patients. As the population of the country increases, more and more families will rely on the hospital for cancer treatment. Patients come not only from Jordan but also from other countries in the region, as they are attracted by its excellent reputation, lower costs, and cultural and language similarities.

In order to cope with the increase in demand for treatment, the KHCC has begun an expansion programme. Building started in 2011 CE. The hospital will have more than doubled its capacity by 2016 CE, increasing space for new cancer cases from 3,500 per year to 9,000.

By then, they will have added 182 extra beds, along with bigger units for different departments, including radiotherapy. New adult and paediatric wards will have opened. Additionally, they will have built a special ten-floor outpatients' building, with an education centre which will include teaching rooms and a library.

Many cancer patients live far away from Amman, where the KHCC is located, and the journey to and from the hospital is often difficult. For this reason, there are plans to extend cancer care facilities to other parts of Jordan. In the near future, King Abdullah University Hospital in Irbid hopes to set up radiotherapy machines, so that cancer patients from northern Jordan will not have to go to Amman for radiotherapy treatment.

Comprehension

4 **Read the article again and answer the questions.**

1 Why does the hospital need to expand?
2 Give three reasons why patients from other countries visit the centre.
3 What is one of the disadvantages of the KHCC for patients who live far from Amman?
4 What plans are there for increasing cancer care facilities in other parts of Jordan?



Grammar: The Future Perfect

5 **Complete the sentences with the Future Perfect form of the verbs in brackets.**

1 This time tomorrow, we'll be celebrating because we ______ our exams. (finish)
2 This time next month, my parents ______ married for twenty years. (be)
3 The books that you ordered ______ by the end of the week. (not arrive)
4 By next year, ______ you ______ England? (visit)

Speaking

6 **Work in pairs. Imagine yourself and your city in 2050 CE. Share ideas about things that you think will have happened. Choose from the topics in the box.**

education career home friends and family transport healthcare technology

Writing

7 **Edit the following text. There are <u>two grammar mistakes</u> and <u>three spelling mistakes</u>. Find and correct them.**

In the near future, a new 'bionic eye' will have helped people with failing eyesite to see again. A devise inside the eye picks up an image from a small camera attached to a pair of sunglasses and send it to the brian, which interprets it as vision.

Tip!

Look for words that you think have an unusual spelling. Think about the spelling of similar words you know with similar patterns or sounds.

8 **Describe Jordan in the next century. What do you think it will look like? What will people be doing? What will life be like? Use the rhetorical devices in exercise 10, page 23 and write 200 words.**

Writing strategies

Describing

Descriptions need to be accurate and accessible to the reader.

- Use rhetorical devices such as those introduced on page 23.
- Be specific – give concrete examples in your descriptions (describe objects, people, etc.)
- Keep your sentences neat and tidy – use complex sentences if you like, but check that they make sense.

Speaking

9 **Use your work from exercise 8 to give a five-minute oral and electronic presentation to the class.**

Academic skills: Preparing for oral presentations

- Make sure you have an opening sentence which tells the listener what you are going to talk about.
- Make your points and give details, examples or explanations to support what you have said.
- End with a summarising sentence or conclusion.

Project

Interview an older person and write about their life.

Your task

- Choose a person to interview. Ask about the person's childhood, education, family and friends, and the most important events in his/her life. You can ask the questions below if you wish. Include some of your own.
- If possible, record the interview or take notes of the answers.
- Remember to show due respect to your interviewee. Be tactful and polite.
- Use the recording or your notes to write an article about your interview. Include your questions and the answers. Write an introduction, giving some basic information about the person.
- Include photographs of the person, or of places and people that are important to your interviewee.
- Describe what you have learnt from this person that you could apply to your life.
- Display your written interview in the classroom. Read others' interviews and note any useful tips.



Questions

- What are your memories of your childhood, education and working life?
- When you were younger, what kind of things did you use to do? What kind of things did you use to believe?
- As you grew older, what was one of the most difficult things to get used to?
- What are some of the most important things you have done in your life? Why were they important to you?
- What are your future plans and hopes?
- How has the world changed in your lifetime?
- How do you think the world will have changed in ten years' time?

Project self-assessment tool

1. How did you plan for your project?
2. How much of the language from the module did you use?
3. Did you find the questions useful? Did you add any of your own? Give examples.
4. Did you pick up any tips from looking at other students' work? Give examples.



Overview

- read about the importance of specific Islamic achievements in history, Masdar City, the arts in Jordan, and a professional craftsman
- listen to an overview of Arab/Islamic history, a radio report about crafts at the Azraq Wetland Reserve, and an overview of the Madaba Mosaic School
- use vocabulary related to Arabic and Islamic history, and the arts
- use cleft sentences, relative clauses and articles, and practise American and British English
- talk about the extent of the success of Masdar City project, and have a debate on whether craftspeople should be paid better salaries
- write a summary of an article about megacities, and an argumentative essay about traditional crafts

Project

Give a presentation about an artist or a craftsperson.


a


b


c

Unit 4

Success stories

Grammar
cleft sentences; revision of relative clauses

Before you begin

1 Work in pairs. Look at the photographs. Who do they refer to? What are these people famous for?

Research box
Which Arab optical scientist invented the camera obscura?

2 DW Read the words in the box. Check the meaning of any word(s) that you do not know in the Glossary on pages 92–93 or in a dictionary. Group the words in two categories:
1 subjects **2** people specialised in certain fields of study

arithmetic geometry mathematician philosopher physician polymath

3 This article is about important Islamic achievements. Listen and read. Check your answers to exercise 1.

The importance of Islamic achievements in history

Jabir ibn Hayyan
(born 722 CE, died 815 CE)
The Arab world has many famous chemists in its history, but the person who is known as the founder of chemistry is probably Jabir ibn Hayyan. He is most well known for the beginning of the production of sulphuric acid. He also built a set of scales which changed the way in which chemists weighed items in a laboratory: his scales could weigh items over 6,000 times smaller than a kilogram.

Ali ibn Nafi' (Ziryab)
(born 789 CE, died 857 CE)
Ali ibn Nafi' is also known as 'Ziryab' (or 'Blackbird', because of his beautiful voice). He was a gifted pupil of a famous musician from Baghdad, and it was his talent for music that led him to Cordoba in the ninth century CE. He was the guest of the Umayyad ruler there. He is the person who established the first music school in the world in Cordoba, Al-Andalus, teaching musical harmony and composition. He revolutionised musical theory, and is also the person who introduced the oud to Europe.

Fatima al-Fihri
(born early 9th century, died 880 CE)
Fatima al-Fihri was the daughter of a wealthy businessman. She used her father's inheritance to build a learning centre in Fez, Morocco. This learning centre became Morocco's top university, and it is where many students from all over the world come to study. Moreover, it was Fatima's sister, Mariam, who supervised the building of the Andalus Mosque, which was not far from the learning centre.

Al-Kindi **(born around 801 CE, died 873 CE)**
Al-Kindi was a physician, philosopher, mathematician, chemist, musician and astronomer – a true polymath. He made ground-breaking discoveries in many of these fields, but it is probably his work in arithmetic and geometry that has made him most famous.

Comprehension

4 Listen to and read the article again. Working in pairs, summarise the achievements of the four people in the text.

5 Do you think that it was easier or more difficult in those days to reach such high levels of achievement in comparison with the present day? Give a reason for your opinion.

> ***Tip!***
>
> When you summarise, you should not add in your opinion. Before you start your summary, underline the most important information in the text. This is what you will base your summary on.

Grammar: Cleft sentences

6 We want to emphasise the part of the sentence which is in **bold** in sentences **1–3**. Match each one to an appropriate cleft sentence **a–c**.

1 The Great Mosque in Cordoba was built in 784 CE by **Abd al-Rahman I**.
2 **The Great Mosque in Cordoba** was built in 784 CE by Abd al-Rahman I.
3 The Great Mosque in Cordoba was built **in 784 CE** by Abd al-Rahman I.

a The year when the Great Mosque in Cordoba was built was 784 CE.
b Abd al-Rahman I was the person who built the Great Mosque in Cordoba in 784 CE.
c The mosque that was built by Abd al-Rahman I in 784 CE was the Great Mosque in Cordoba.

7 Write this sentence in three different ways, emphasising the parts underlined in each case.

Al-Jazari invented the mechanical clock in the twelfth century.

8 Rewrite these sentences, emphasising the part in **bold**, and using the structure as shown.

1 **Al-Kindi** contributed to the invention of the oud. *The person who*
2 Jabir ibn Hayyan did his research in a laboratory **in Iraq**. *The country where*
3 **Ali ibn Nafi'** established the first music school in the world. *It was*
4 **Jabir ibn Hayyan** also invented ink that can be read in the dark. *It was*
5 Al-Kindi is especially famous for **his work in geometry**. *It is*



the mechanical clock

Speaking

9 Ask and answer these questions with your partner. Use cleft sentences in your answers.

1 Which successful person has influenced you the most in your life and why?
2 Which person in exercise 3 do you think was the most successful and why?
3 How would you define success? (Start your answer *The way in which …*)

Writing

10 Research and write notes. Then, write a summary paragraph of 80 words about someone from the past who made an important achievement. Write what it is that made them famous.

> ***Writing strategies***
>
> **Structuring a paragraph**
>
> - Each paragraph should cover one main idea or topic.
> - Introduce the topic in the first sentence of each paragraph. This is called the topic sentence.
> - Explain your ideas in more detail in the next sentences of the paragraph.
> - Summarise and conclude your ideas in the last sentence of the paragraph.

Speaking

1 DW Work in pairs. Which of these items are an everyday part of your life or life in your community? Look up any new words in a dictionary.

coffee chess flying clock windmills algebra soap fountain pen crystal glasses inoculation cheques carpets

Listening

2 What do the items in exercise 1 have in common? Listen and check.

Tip!

When you do an exercise that requires you to complete a sentence, you should make sure that the words you use fit logically and grammatically with the sentence beginning.

Comprehension

3 Listen again and complete the sentences.

1. Under Arab rule, ...
2. The capital of Andalusia was ...
3. Cordoba had a population of ...
4. The building of the royal palace took ...

Grammar: Revision of relative clauses

4 Read the passage below and answer the questions.

The Giralda



The Giralda tower, which is one of the most important buildings in Seville, Spain, stands at just over 104 metres tall. The person who is believed to be responsible for the design of 5 the tower, which was originally a minaret, is the mathematician and astronomer Jabir ibn Aflah. The architect of the tower was Ahmad Ben Baso, who began work in 1184 CE. He died before the tower was completed in 1198 10 CE. The design of the tower is believed to be based on the Koutoubia Mosque, which is in Marrakesh, Morocco, and the Hassan Tower in Rabat.

1. Identify the defining and non-defining relative clauses in the text.
2. What relative pronouns do we use for the things in the box?

people animals and things places

5 Complete the text with the correct word from the box. Sometimes, more than one answer is possible.

that which where who

Qasr Bashir is an extremely well-preserved Roman castle **(1)** ______ is situated in the Jordanian desert, and is about eighty kilometres south of Amman.

The walls and huge corner towers of the castle, **(2)** ______ was built at the beginning of the fourth century CE, are still standing.

It is thought that Qasr Bashir was built to protect the Roman border. Apart from the rooms in the castle, there are also about twenty-three stables **(3)** ______ horses may have been kept.

People **(4)** ______ love exploring historical Roman ruins will certainly find a visit to Qasr Bashir very rewarding. Once inside the building, one can imagine very vividly what it would have been like to live there during the times of the Roman Empire.



Speaking

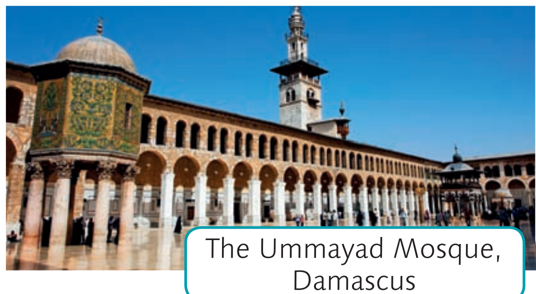
6 Discuss these questions in small groups.

1 What buildings or places in your country do you think are important, in terms of Arabic and Islamic history? Make a list.
2 What do you know about the history of these places?
3 What is it about these places that you admire most?

7 Compare your list with other groups. Which places do you all agree are important?



Ibn Tulun Mosque, Cairo



The Ummayad Mosque, Damascus



Al-Aqsa Mosque, Jerusalem

Pronunciation: Minimal pairs (1)

8 Listen to each pair of words. Which sounds do you hear? Answer the questions.

a Which words contain the **p** sound /p/ and which contain the **b** sound /b/? Write **1** (/p/) or **2** (/b/) for each word.
b Which words contain the **n** sound /n/ and which contain the **ing** sound /ŋ/? Write **1** (/n/) or **2** (/ŋ/) for each word.

Listening strategies

Listening for pronunciation

- Before you listen, look at the question and practise each of the phonic sounds. Which words do you know with these sounds?
- Listen carefully to each word and repeat what you hear several times. If necessary, listen again to check your answer.

Writing

9 Research and write notes. Then, write two paragraphs about an invention, discovery or development.

Quotation Read the quotation. Do you agree with it? Why/Why not? Translate the quotation into Arabic.

> *From India to Spain, the brilliant civilisation of Islam flourished.*
> **Bertrand Russell (1872 CE–1970 CE)**





Speaking

1 **The photographs show examples of a megaproject. Work in pairs and answer the questions.**

1. What do you understand, after looking at the photographs, about megaprojects?
2. In your opinion, why do they exist?
3. What are the advantages and disadvantages of megaprojects to people and the environment?

Reading strategies

Reading about an unfamiliar topic

- Look carefully at any pre-reading information that you are given.
- Read the title and think about anything you already know about the subject.
- Read and answer the pre-reading questions carefully before you start to read the text.

Reading

2 **Read this academic essay about a megaproject. Check your answers to exercise 1.**

Masdar City – a positive step?

Megaprojects are extremely large investment projects, which are designed to encourage economic growth and bring new benefits to cities. Although megaprojects vary in terms of size and 5 cost, they are all, by definition, expensive, public projects that attract a high level of interest and media coverage. Projects range from motorways, airports, stations, tunnels, bridges, etc. to entire city complexes.

10 The concept of a megaproject is always based on the benefits it brings to a community. However, many megaprojects have been criticised because of their negative effects on a community or the environment. This essay will look at these issues 15 with regard to Masdar City, a megaproject in Abu Dhabi.

Masdar City, which began its development in 2006 CE, will be the world's first carbon-neutral, zero-waste artificially-created city. Covering an area 20 of six square kilometres, when it is completed in 2025 CE, it is expected to house more than 40,000 residents, 50,000 commuters, and 1,500 businesses involved in mainly environmentally-friendly products.

25 The city will run entirely on renewable energy sources. It is built on an advanced energy grid which monitors exactly how much electricity is being used by every outlet in the complex.

Furthermore, in order to reduce its carbon footprint, 30 Masdar City will be a car-free zone, designed to be pedestrian and cycle-friendly. Electric, driverless cars will operate as public transport vehicles, and the city will be connected to other locations by a network of roads and railways.

35 Energy will be provided by solar power and wind farms, and there are also plans to build the world's largest hydrogen plant. A desalination plant will be used to provide the city's water, with 80% of water used being recycled. Biological waste will be used 40 as an energy source too, and industrial waste will be recycled.

The current residents of Masdar City are all students at the Masdar Institute of Science and Technology, a university whose students are fully 45 committed to finding solutions to the world's energy problems.

While the project has the support of many global, environmental and conservation organisations, there is some criticism of it. It is felt that, instead of 50 building an artificial sustainable city, sustainability should be made a priority of existing cities.

In conclusion, the benefits of Masdar City for the community and the environment greatly outweigh any disadvantages. If the aims of the developers 55 are realised, Masdar City will be a blueprint for future urban planning that will inspire similar megaprojects in other countries.

Comprehension

3 **Read the essay on page 32 again and answer the questions.**

1 What examples of megaprojects are provided in the essay?
2 What are the advantages of the creation of Masdar City? What are the disadvantages?
3 Do you think that Masdar City is a beneficial project or not? Give your reasons.

Tip!

Make sure that you answer the questions fully, using all of the relevant information from the text.

Vocabulary

4 **Look at the nouns in the box. Which adjectives collocate with them? Write them next to the adjectives.**

growth effect transport footprint waste planning

1 urban **2** public **3** biological **4** carbon **5** negative **6** economic

5 **Complete the sentences with the correct collocations from exercise 4.**

1 When people talk about ______, they can mean either an improvement in the average standard of living, or an increase in the value of a country's products.
2 Pollution has some serious ______ on the environment, such as the death of wildlife and plant life.
3 We can all work hard to reduce our ______ by living a more environmentally-friendly lifestyle.
4 If we take ______ more often, there will be fewer cars on the roads, which will result in cleaner air in our cities.
5 Hospitals need to dispose of a lot of ______, and it should be carefully managed because it can be dangerous.
6 The need for more effective ______ is evident when we consider modern day problems like traffic.

Speaking strategies

Interacting fluently

- Start a discussion by asking your partner about their opinion.
- If you agree, tell your partner that you do. You can say, 'Yes, you're right' or 'I agree with you.'
- If you disagree, explain your reasons clearly and politely and ask your partner why they do not agree with you.
- Try to keep the conversation going naturally by asking your partner follow-up questions.

Speaking

6 **Do you think that a similar project to Masdar City would be successful in Jordan? What advantages and disadvantages can you think of? Discuss in pairs.**

7 **In pairs, present your argument to the class. Do other students share your opinions?**

Writing strategies

Skimming

To write a summary, you need to become adept at skimming for important material.

- Explain the content in no more than two sentences.
- Write down key words.
- Read it again and lightly cross out detailed or repeated information.
- Note down one sentence to represent each paragraph.
- Create a thesis statement to start your summary (go through the sentences you have written and write a general statement that explains the main idea).

Writing

8 **Write a summary of the article about Masdar City on page 32. Remember to be concise and write between 100 and 150 words.**



The arts

Grammar
articles; British English vs. American English

Before you begin

1 Look at the photographs. What do you think is meant by 'the arts'? Which major cultural festival takes place in Jordan every year?

Research box
Which city was chosen as the Arab Cultural Capital last year?

2 DW Read the words in the box. Check the meaning of any word(s) that you do not know in the Glossary on pages 92–93 or in a dictionary.

ceramics	conservatory	Fine Arts	installation	performing arts	textiles	visual arts

3 This report is about the arts in Jordan. Listen and read. Check your answers to exercise 1.

The arts in Jordan

Jordan has a very rich cultural heritage due to the support of the Department of Culture and the Arts, which was founded in 1966 CE. Since then, the department has built up an exciting, ongoing programme of cultural activities related to all the arts: music, visual arts, performing arts and the written word.

In 1979 CE, the Royal Society of Fine Arts (RSFA) was established to promote visual arts in Jordan and other countries in the region. It has links with major art galleries around the world in order to encourage artists from different cultures to learn from each other.

The Jordan National Gallery of Fine Arts is one of the most important art museums in the Middle East. The collection includes over 2,000 works of art, including paintings, sculptures, photographs, installations, textiles and ceramics, by more than 800 artists from 59 countries. In 2013 CE, it held Jordan's largest art exhibition called '70 Years of Contemporary Jordanian Art'.

Until the 1990s, most Jordanian literature was only available in Arabic. However, thanks to PROTA (the Project of Translation from Arabic), many Jordanian plays, novels, short stories and poems are now translated into English, and people all over the world are able to read and appreciate them.

Every year, the United Nations Educational, Scientific and Cultural Organization (UNESCO) chooses a different Arab city as the Arab Cultural Capital. In 2002 CE, the city of Amman was awarded this title.

Jordan has a centuries-old musical heritage. The National Music Conservatory (NMC) opened in 1986 CE, making it possible for more Jordanian students to study music seriously.

In 1987 CE, the National Centre for Culture and Arts was created, which showcases theatre and dance in Jordan and in the region.

Realising the value of art and culture, Jordan decided to offer Jordanians and the world an annual arts festival. In 1981 CE, the Jerash Festival for Culture and Arts was founded. This three-week-long summer programme is one of the largest cultural activities in the region. It takes place in the important archaeological site of Jerash, which underlines the close relationship between the arts and Jordan's cultural history.

Comprehension

4 Listen to and read the report again and answer the questions.

1 How does the Royal Society of Fine Arts show its support for the arts in Jordan?
2 What makes The Jordan National Gallery of Fine Arts a major institution in the world of art?
3 How has translation helped Jordanian literature?
4 What is the significance of the location of the annual Jerash Festival?
5 'To truly understand a country's culture, you have to understand its artistic heritage.' Do you agree or disagree? Justify your answer.

Tip!
To answer questions like **5**, make sure you read and understand the quotation first. If it helps, you can paraphrase it several times, until you are confident in its meaning.

Grammar: Articles

5 Find an example of the following uses of articles in the report.

1 *the* when the speaker and listener know what/who is being spoken about
2 *a/an* when it is not known what/who is being spoken about or it does not matter
3 *the* when we refer to a proper noun where there is only one of its type
4 zero article before uncountable and plural nouns, and when talking about something in general
5 zero article before the names of most countries, languages, continents, towns, streets, days, months and years

6 Complete the text with ***a***, ***an***, ***the*** or – (zero article).

The Amman International Theatre Festival is said to be **(1)** ______ biggest of its kind across **(2)** ______ entire Middle East and **(3)** ______ North Africa. It is held annually in **(4)** ______ April, and **(5)** ______ festival is **(6)** ______ attempt to promote **(7)** ______ Jordanian theatre. Performances are in **(8)** ______ English and **(9)** ______ Arabic. Many international stars and famous people from **(10)** ______ Hollywood attend. Usually, **(11)** ______ festival lasts for about eight days. **(12)** ______ visitors can choose **(13)** ______ days on which they want to attend. This is **(14)** ______ great way to learn about different cultures at one event.



Speaking

7 Work in pairs. Complete the sentences about you. Take turns. Add more information. Use articles correctly.

I went to an event at ...
I saw ...
We wanted to buy ...
We were looking at ...
We were watching ...
I read ...

Writing

8 Write two paragraphs about an arts or cultural event that you have been to or have read about. The first paragraph should say what was good about it, and the second should contain any criticisms that you may have.

Writing strategies

Preparing to write

- Before you begin to plan, gather all the information you will need.
- Create a box plan like this | + | – | and write down your ideas in the appropriate box in note form.





Speaking

1 Discuss these questions in pairs.

1 What traditional handicrafts is Jordan well known for?
2 Do you think that it is important for a country to keep producing traditional handicrafts? Why/Why not?

Vocabulary

2 Read the words in the box. Complete the mind map.

silk   soft furnishings   textiles
wall hangings   wooden toys



Listening

3 Listen to a tour guide at the Azraq Wetland Reserve. What is one example of the close relationship between nature and design?

Comprehension

4 Listen again and answer the questions.

1 What kinds of workshops are there at the reserve?
2 What are superb examples of silk screen printing?

Listening strategies

Listening for specific information

- Read the question and underline any key words.
- While listening, focus on any information which is directly related to these key words.

Grammar: British English vs. American English

5 The tour guide in exercise 3 is using American English. The following sentences are in British English. Rewrite them in American English. Listen and check your answers.

1 Have you seen the textile workshop yet?
2 Let's have a look at that first.
3 Some of you have got tired from all the walking today.
4 Would anyone like to have a short rest?

6 The following sentences are in British English. Rewrite them in American English.

1 'Goodness, you've got very tall!' said my aunt.
2 Have you ever been to an aquarium?
3 We're too late – the bus has just left.
4 I think it's time to have a break.
5 I haven't done my homework yet.

Quotation Read the quotation. Do you agree with it? Why/Why not? Translate the quotation into Arabic.



Painting is poetry that is seen rather than felt, and poetry is painting that is felt rather than seen.
Leonardo da Vinci (1452 CE–1519 CE)



Reading

7 Read the online travel guide about Jordan. Find four examples of American English spelling. Write them in the table and work out the rules.

You only have to look at Jordan's beautiful mountains to see where the country's sand bottle artists get their inspiration from. This has led to an absolutely amazing traditional art form. Today, sand artists use artificial colors, sand and tools to create mini paintings, sometimes only a few centimeters high, in glass bottles.

These 'paintings without a brush' need an eye for detail, and a lot of patience. With time and skill, extremely beautiful scenes can be created, for example, lifelike camels traveling through the vast deserts. The end result is totally breathtaking. Anyone watching a sand artist at work will realize immediately how much skill is needed for this work.



American English	British English
color	colour

Vocabulary

8 Write sentences using these words in American English spelling.

1 specialise
2 jeweller
3 centre
4 normalise
5 favourite
6 modelling
7 theatre
8 harbour

Tip!
Learn the rules of American and British spelling; it may not be a spelling mistake!

Speaking

9 In pairs, choose whether you agree with the following statement: 'Craftspeople are skilled workers and should be paid better salaries.' Compile a list of logical reasons why you agree or disagree. Have a class debate on the subject.

Writing

10 Read the skeleton argumentative essay on page 75 of the Activity Book. Answer the following questions:

- What does the writer do in each paragraph?
- Look at the second and third paragraphs. Which has the stronger argument? Why do you think the author arranged it in this way?
- Read them again. Comment on the tone. How does this help the writer to make his or her point?

Use the notes to complete the middle paragraphs.

Writing skills: Moving from one idea to another

Expressing opposition:
On one hand, ... On the other hand, … /
In spite of this, … / On the contrary, … / Conversely, …

Expressing continuation or addition:
Furthermore, … / Likewise, … /
One reason for this is … / In addition, …

Reading

1 Look at the photograph. Which craft is being practised? Read the magazine article and check your answer.



Adnan, a professional craftsman, is at work in his studio. With the oven at 1,400 degrees Centigrade, 20 hours a day, a glass-making studio isn't the most comfortable place to be. For Adnan, however, this is more than just a job.

5 'My family has been blowing glass for around 700 years,' he says. 'My father learnt the craft from his father, and he taught it to me when I was a child.'

Adnan is passionate about this ancient craft, and regularly gives demonstrations and workshops to teach young people the skills of 10 glassblowing.

He strongly believes that unless we interest more young people in learning the craft, nobody will know how to make hand-blown glass in the future. 'These days, young people don't always want to follow their parents' professions, and, added to that, glassblowing isn't an easy job. It 15 has to be an obsession, as it is for me!'

Adnan still uses the technique that was first developed by the Phoenicians some 2,000 years ago. First, he pushes a thin metal blowpipe into the boiling hot **furnace**. Secondly, he lifts out the liquid sand and lays it on a metal plate. After that, he blows the red-hot glass 20 until it becomes more flexible. Then he pulls and bends the glass into shape. He has to work extremely quickly because the liquid sand is already **solidifying** into glass.

Adnan is making a delicate swan. Through the **semi-opaque** glass, you can see **fine** lines of turquoise, green and blue.

25 'The sand gives us **transparent**, or "white", glass,' Adnan explains. 'We get this beautiful dark, **cobalt** blue by adding the metal cobalt to the melted glass. Then, this blue becomes a lighter, sea-green **turquoise** after adding copper. Finally, we decorate the glass by hand.'

'These days we recycle broken glass. We also use commercially 30 produced colours instead of using natural ingredients as in the past. Apart from that, nothing else about this craft has changed through the centuries. You can't use a machine to do this work,' he says. 'The old ways are still the best.'

Reading strategies

Guessing the meaning of unknown words

- Look at the word in context. Are there any clues to help you? For example, look at the words before 'furnace' ('boiling hot'). You can guess that it's a container of some sort to hold the metal, and that it's very hot.
- Look at the different parts of the new word. Are there any prefixes or suffixes to help you to work out the meaning? Is the word similar to any other words you know?

Comprehension

2 Read the article again and choose the correct answers.

1 A glass-making studio isn't comfortable because
A it hasn't changed much in hundreds of years. **B** it's incredibly hot. **C** everything is done by hand. **D** it is very small.

2 Adnan runs workshops and gives demonstrations because
A he wants young people to learn the craft. **B** glassblowing isn't an easy job. **C** it is an ancient craft. **D** he has to work quickly.

3 A glassblower has to work very fast because
A the furnace is extremely hot. **B** machines are not used to do the work. **C** hot, liquid glass becomes hard very quickly. **D** he is making a glass swan.

3 **DW** Work in pairs. Try to work out the meanings of the highlighted words in the article. Then check in a dictionary.

Speaking

4 **What do you know about the Madaba Mosaic School? Work in pairs and guess the answers to these questions.**

a How are students selected to do the course?
b What are the benefits of the school to Jordan's culture and economy?
c What job prospects do students have when they qualify?
d When was it founded, and why?
e How long is the course?

Listening

5  **Listen to a student of the Madaba Mosaic School answering the five questions in exercise 4. Number them 1–5 in the order in which they are mentioned. Listen again and take notes to answer each question.**

Pronunciation: Minimal pairs (2)

6 **Listen to each pair of words. Which sounds do you hear? Answer the questions.**

a Which words contain the **i** sound /ɪ/ and which contain the **ee** sound /iː/? Write **1** (/ɪ/) or **2** (/iː/) for each word.
b Which words contain the **a** sound /æ/ and which contain the **ar** sound /ɑː/? Write **1** (/æ/) or **2** (/ɑː/) for each word.
c Which words contain the **e** sound /e/ and which contain the **ir** sound /ɜː/? Write **1** (/e/) or **2** (/ɜː/) for each word.

Vocabulary

7 **Complete the text with the suitable words derived from the words in brackets.**

Madaba is the place where most Jordanian weavers buy their raw materials. Sheep's wool, and goat and camel hair are used by Bedouin tribes and villagers all over Jordan to **(1)** ________ (product) rugs, bags and other beautiful items. **(2)** ________ (Traditional), the whole process is done by hand, from the washing of the wool to the finished article. There is a particular Bedouin style of **(3)** ________ (weave) that buyers find very **(4)** ________ (attraction). Another craft practised in Madaba is the **(5)** ________ (creative) of ceramic items.

Tip!
Check which part of speech is needed to complete the gap.

Writing

8 **'Traditional crafts have no place in today's society.' Do you agree with this statement? Justify your answer.**

Research box

What are blacksmithing, basket making, calligraphy and pole lathe turning?

Academic skills: Planning written or oral work

Before you start a written assignment, follow these steps:

- Study the question carefully. Make sure that you understand the question.
- Spend a few minutes writing down brief notes about your ideas.
- Organise your ideas into paragraphs and plan your written work.
- Have you answered the question fully and correctly?

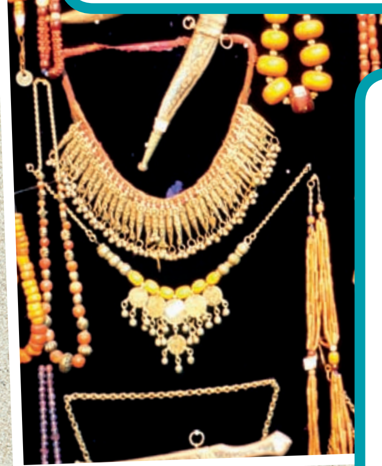
Project

Give a presentation about an artist or a craftsperson.



Your task

- Work in small groups. Use the Internet or the library to research the person's life. Make notes on his/her biography, studies and most important or best-known work.
- Answer the questions below.
- Include visual examples of the artist's work.
- Write a concluding paragraph summing up your personal response to the artist's work in general, or one artwork in particular. Include a picture of this artwork.
- Write a diary entry from the point of view of the artist, explaining why he or she makes his or her art, or that one artwork in particular.
- Present your report to the class. Listen to others' reports and note any useful tips.



Questions

- Why is this artist important to you, to his/her country, or to the art world in general?
- What are the names of some of this artist's most important works?
- What style of art is this artist famous for?
- What are his/her influences? (Include biographical details or the names of other artists who were influential.)
- What do you like or dislike about this artist's work? Why?
- How does one particular work make you feel? Why?

Project self-assessment tool

1 How successful was your group work? Give examples.
2 Where did you find most of the information? Was any aspect of the presentation difficult to research?
3 Was your presentation clear and informative? Could it have been improved?

➤ Now go to Literature spot A

Revision A

Reading

1 Read the beginning of a newspaper article and answer the questions.

A problem for our wildlife

Despite the best efforts of conservation groups and their campaigns, the world's population of many species, including African elephants, tigers and seals, is still decreasing. It is people's increasing need for land and resources, along with hunting and fishing, which are responsible for this rapid decline in wildlife. Exotic mammals such as big cats are threatened the most, but even common birds and insects in many parts of the world are in danger of dying out forever.

According to a report by the World Wildlife Fund and the Zoological Society of London, wildlife populations around the world have been reduced by 52 per cent on average since 1970 CE.





1. What evidence is there in the text that attempts have been made in the past to stop the decline in the wildlife population?
2. Name three reasons for the disappearance of many animals around the world.
3. Which species is the most endangered? Which of the reasons, in your opinion, apply to this species in particular?
4. 'More than half the world's wildlife has disappeared in the last fifty years.' Is this statement correct? What evidence is there for this claim?

Listening

2 **Listen to the rest of the newspaper article and answer the questions.**

1. Name two examples of how the world is running out of natural resources.
2. Choose the correct meaning of a 'wake-up call'.
   a an alarm clock **b** a warning **c** a telephone call **d** a danger
3. What do the authors of the report hope to achieve? There are two possible answers.

Vocabulary and grammar

3 **Choose the most suitable item from the words in the box to complete the sentences. One word is not needed.**

sustainability apparatus physician mortality prosthetic

1 After our Science lesson in the laboratory, we always help the teacher to put the _______ away.
2 The nature reserve uses recycled water, which helps the _______ of the environment.
3 Athletes with _______ legs can take part in the Paralympics.
4 Professor Badari, aged 67, is the hospital's leading _______ specialising in cancer care.

4 **Choose the correct option in brackets to complete the following sentences.**

1 Many instruments that are still used today in _______ were designed by Arab scholars. (operational / operate / operations)
2 When do you _______ to receive your test results? (expect / expectancy / expectantly)
3 When we were younger, we _______ live in a village. We moved to the city when I was about ten years old. (were used to / use to / used to)
4 By the end of this year, we _______ here for ten years. (will live / will be living / will have lived)

5 **Complete the second sentence so that it has the same meaning as the first.**

1 He has written many books, but his final book made him famous all over the world.
He has written many books, but it _______________.
2 He started studying at 5 p.m. It's 10 p.m., and he's still studying.
He _______________ since 5 p.m.
3 It is normal for me now to get up early to study.
I am _______________.

Speaking

6 **Your local health centre has been given a large donation and they want to use it to improve the facility. Here are some ways in which it could be improved:**

• a cafeteria • disabled access • a nutrition centre • a new swimming pool

Discuss with your partner the advantages and disadvantages of all the possible facilities. Decide which two facilities are the most useful.

Writing

7 **Edit the following text. There are two grammar mistakes and three punctuation mistakes. Find and correct them.**

Scientists will say that exercise is not only important for general fitness; but that it is also good for the brain, It helped us concentrate better? As a result, we perform better in exams.

8 **Write a four-paragraph essay agreeing or disagreeing with the statement below.**

'Large-scale building projects are certainly a necessity in the development of the modern world.'



Overview

- read about the school day in different countries, studio schools, the German-Jordanian University, how to revise for exams, learning a foreign language, and the education system in Jordan
- listen to a talk by a career advisor about university courses, a lecture about an international student exchange programme, a dialogue about how to revise, and two students talking about online distance learning
- use vocabulary related to university subjects and studying
- use quantifiers to make comparisons, indirect questions, and the impersonal passive
- talk about future study at university, and the best ways to study and revise
- write a blog post about school life and a persuasive letter to your fellow students

Project

Write a test for exam revision.



Unit 6

Education today

Grammar
quantifiers to make comparisons

Before you begin

1 Look at the photographs. Education in different countries is shown. Which countries do you think they are?

2 DW Read the words in the box. Which words are related to studying? Check the meanings of any word(s) that you do not know in the Glossary on pages 93–95 or in a dictionary.

academic compulsory contradictory developed nation fluently optional tuition

Research box
What is the minimum school-leaving age for students in the UK and the USA?

3 This study presents findings on the time that students spend at school in different countries. In which countries do you think students spend the most time studying? Listen and read.

The time we spend at school

A few years ago, as many as 1,000 schools across the USA started making school years longer by adding up to ten extra days to the school year or by making each school day longer by half an hour. (5)

This was because it was found that secondary school students in the USA and the UK were spending the least time at school, with an average school year of 187 days. The typical Jordanian school year is longer than this. (10) However, none of these are nearly as long as the school year in countries like Japan and South Korea. South Koreans attend school for 220 days per year, and in Japan, the school year numbers 243 days. (15)

According to a study by the Organisation for Economic Co-operation and Development (OECD), students in Japan, Indonesia and South Korea spend the most time studying in the world. They want to learn as much as they can to ensure (20) excellent exam grades. They go to school for about nine hours, although this includes optional after-school tuition and activities. They also spend about three hours on homework every day, which is three times as much as many other (25) countries. Their high academic achievements do suggest that the longer you study, the better you do in final exams.

In Finland, however, students are usually given less than half an hour of homework per night, (30) and they attend school for fewer and shorter days than 85% of other developed nations. Despite this, they achieve top marks in subjects like Maths and Science. In addition, most students also speak at least two, and often (35) three, languages fluently.

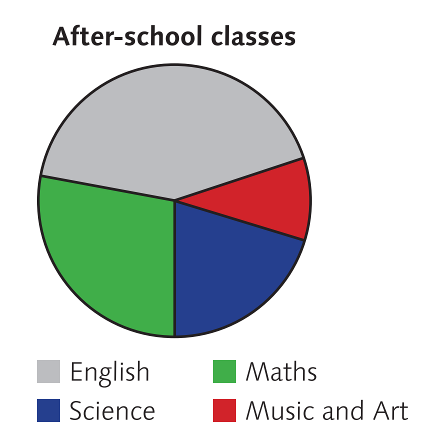
The contradictory views of the study suggest that the number and length of school days is not the only factor in determining whether students will succeed at school or not. (40)

Comprehension

4 Listen to and read the study's findings again and answer the questions.

1 What change has recently taken place in some American schools, and why has this occurred?
2 Who does more homework on average: students in the USA or students in Japan?
3 How many days a year do most students in the USA attend school?
4 Is it compulsory to do after-school activities in Japan and South Korea?
5 What is interesting about Finland's fewer and shorter school days?
6 Do you think that a longer school day would result in better grades for most students? Why/Why not? Justify your answer.

Grammar: Quantifiers to make comparisons



5 Look at the diagram of after-school classes and complete the sentences with the phrases in the box.

as much as   less   more   not as many   the least   the most   as popular as

1 English is ______ studied subject.
2 ______ studied subjects are Music and Art.
3 There are ______ students studying Science as Maths.
4 Maths is ______ popular than Science, but ______ popular than English.
5 Students don't like doing Music and Art ______ they like doing Maths.
6 Neither Maths nor Science is ______ English.

Speaking

6 Work in pairs. Use the phrases in exercise 5 to talk about the subjects that you study.

Speaking strategies

Preparing to speak

- Look carefully at the information you are given for the task.
- Think about what you want to say and make some brief notes if you have time.
- Check the grammar that you want to use and read the example sentences.

Pronunciation: Word stress

7 Listen to the words in the box. How many syllables does each word have? In which syllable does the primary stress lie in the word? Check your answers in a dictionary.

secondary   compulsory   organisation   development   tuition   achievement   academic   contradictory

Writing

8 How do you think your education will influence your life after school? What will you study? What career would you like to have one day? Write a paragraph of around 60 words.

Tip!

When you have two or more questions together, you should
- underline key words in these questions
- focus on one question first, and then move on to the second when you are happy with your first answer.



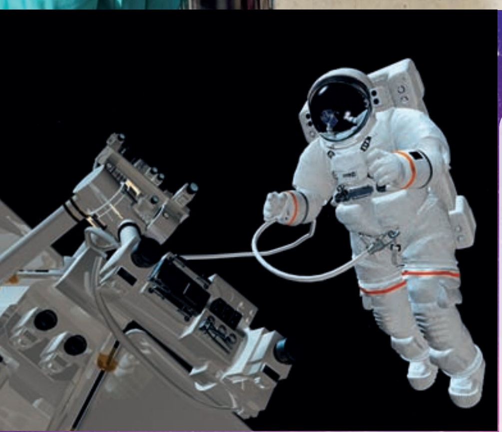
Speaking

1 Work in pairs. Make a list of all the subjects that students can study at your school.

2 Look at the photographs and guess which special subjects students study at this secondary school in England.

Reading

3 Read the newspaper article and check your answers.



Space schools

Studio schools are pioneering schools which receive funding as well as support from private businesses, and which seek to encourage young people to undertake a less conventional form of secondary education. These schools often specialise in one specific area, whilst understanding
5 that the same broad range of skills and qualifications should be made available to all young people.

One such school has recently opened to educate fourteen- to eighteen-year-olds* who have a special interest in working in the space industry. Students follow a tailor-made curriculum at the school, including subjects
10 such as Astronomy and Astrophysics.

Lessons are a mixture of small-class tutorials, with projects supervised by leading companies in both the space and technology industries.

Prominent scientists and engineers are brought in as guest lecturers, with students aiming to achieve top grades in their Maths and Science
15 exams. When they leave school, they will be well-placed to take any number of different career paths. 'They don't have to become astronauts!' says a spokesperson for the school. 'Excellent grades in science and technology subjects can open many doors and lead to a variety of career opportunities.'

*In this sentence, ***old*** is a noun; that's why it is in the plural. It means ***eighteen-year-old students***.

Comprehension

4 How are the following groups of people involved in space schools?

1 leading companies in the space and technology industries
2 prominent scientists and engineers

Speaking

5 Discuss the questions in pairs.

1 Would you like to attend this school? Why/Why not?
2 What kind of specialised school would you like to attend? Why?

Quotation Read the quotation. Do you agree with it? Why/Why not? Translate the quotation into Arabic.



Live as if you were to die tomorrow. Learn as if you were to live forever.
Mahatma Gandhi (1869 CE–1948 CE)

Vocabulary and speaking

6 Work in pairs. Discuss the subjects that you are interested in studying at university. Which subjects fit into the categories Sciences, Arts and Humanities, or Business? Which are more difficult to classify?



Maths Dentistry Arabic Language and Literature Pharmacy Marketing Geology Psychology Translation Visual Arts Chemistry Sociology Banking and Finance History Nursing Agriculture Physics Engineering Linguistics Economics Business Management Biology Medicine Geography

Listening

7 Listen to a career advisor answering students' questions about university courses. What do the students ask?

Comprehension

8 Listen again and complete the information in the table.

	Useful subjects	Is Maths necessary?
Law		
Dentistry		
Business Management		



Speaking

9 Work in small groups and carry out a survey. Ask each other about the subjects you enjoy and what you might want to study at university. Then, present the results of your survey to the class.

Writing

10 Read through the article on page 46 again. Imagine that you have just joined a space school. Write an email to your friend telling him or her what it is like to study there. Write about 80 words.

Writing skills: Writing informally

- We always begin a letter with ***Dear [name]***, whether it is formal or informal.
- In emails, we are less formal and tend to use ***Hello [name]***, or ***Hi!***
- In open letters, we use a group noun to address all the people that we want to include, such as ***Dear fellow students***.
- In all of the above, it is fine to use abbreviations such as ***I'm***, and ***don't***.
- We can end emails and letters (not open letters) with ***Best wishes/See you soon/Looking forward to hearing from you***. We end an open letter repeating what we want to say.

Academic skills

Note-taking in a lecture

- It is important to decide which information in a lecture is important. Is the information you are hearing important or relevant? Write down facts and important, relevant opinions.
- Do not write out notes word for word. Notes should be a summary of the main ideas only.

increasingly prospects global proficiency lifelong abroad

Tip!

- When you are completing a text with multiple-choice answers or options, *always* read to the end of the sentence before choosing an answer.



Speaking

1 Many students choose to go on an exchange to study in another country. Why do you think they do this? Work in pairs to answer, listing as many reasons as you can.

Listening

2 Listen to a lecture about an international student exchange programme. Does the speaker mention any of the reasons you discussed in exercise 1? Take notes on the content of the lecture, concentrating on reasons for studying abroad.

Vocabulary

3 Listen again and check the meaning of the words in the yellow box from the recording. Then, complete this paragraph with the appropriate words.

If you do a degree in Medicine or Law, you will find that your job **(1)** ______ are better than if you do a more general degree. However, language **(2)** ______ is becoming **(3)** ______ important for anyone who wants to travel or work **(4)** ______ for a large **(5)** ______ company or organisation. Remember, it's never too late to study or change career direction. Studying is a **(6)** ______ activity – you're never too old to start!

Speaking

4 What do you know about the German-Jordanian University? Work in pairs and guess the correct answers.

The German-Jordanian University (GJU) is a **(1)** *private / public* university near **(2)** *Madaba / Petra*. It opened in **(3)** *1995 / 2005* CE.

The university enrolls **(4)** *less / more* than 5,000 students, who come from Jordan and **(5)** *many other countries / Germany*. About **(6)** *40 / 14* per cent of all students are non-Jordanian.

The university differs from other universities by offering **(7)** *German / French* language courses in preparation for the fourth year, which most students spend working or studying in Germany. The university also has a very good reputation for English and Arabic language courses.

Listening

5 Listen and check your answers to exercise 4.

Speaking

6 Imagine that you are talking to foreign students studying at the German-Jordanian University. What do you think their experience of studying and living in Jordan has been like? Work in pairs.

Reading

7 **Read a visiting student's blog post and check your answers to exercise 6.**


Anita

Two summers ago, I spent five months studying Arabic at the German-Jordanian University near Madaba. As my father is originally from Jordan, I grew up speaking Arabic as well as German. However, I had never studied Arabic formally, and when the opportunity came up for me to spend a year in Jordan studying Arabic, I didn't hesitate for one moment.

5 I have relatives in Jordan and they arranged for me to stay with a wonderful family who live just outside Madaba. I was amazed by the number of international students there, who were not only from Germany, but from all over the world. Most of them had studied Arabic to a high level. I'm very familiar with colloquial Arabic, which is what my family speaks and understands.
10 The Arabic class, in Modern Standard Arabic, was challenging, especially the grammar.

Every week, we had to learn a vocabulary list of around 50 words. We covered many topics. Living with a family helped to improve my Arabic-speaking skills because, while all the students heard Arabic in the classroom and streets, I could also practise it at home. I really **put my back into it**, and I earned an A on the course.

15 What impressed me most about students in Jordan was their behaviour and their attitude to studying. All the students who I met appreciated the importance of their university education and the opportunities it would give them to contribute to their country's prosperity. They also showed extremely positive values. Everybody was honest, and people discussed problems rather than getting angry if they disagreed with each other.

20 As someone who enjoys delicious food, beautiful places and friendly, hospitable people, studying in Jordan was one of the best decisions I have made in my life. I made many new friends. I also improved my Arabic speaking, writing and reading skills. My dream is to be fluent in Arabic one day – and as I intend to return to Jordan as often as I can, I know I'm going to make this dream a reality.

Comprehension

8 **Read the blog again and answer the questions.**

1 Why was Anita so willing to go to Jordan to study Arabic?
2 What impressed Anita about her fellow students at the university?
3 What does the idiom in **bold** in the text mean?

Writing

9 **Write a blog post for your school's website. Describe life in a Jordanian secondary school so that they will know what to expect. Write about 200 words. Choose a different topic for each paragraph from the list, or use your own topics.**

family life school subjects school rules behaviour values a typical school day after-school activities free-time activities

Writing strategies

Creating your own blogging style

- Read a large number of English language blogs recommended by your teacher and decide what phrases you like.
- Decide who you want to read your blog. How would you talk to them? Let this inform the development of your style.





Unit 7

Lifelong learning

Grammar
indirect questions;
the impersonal passive

Reading strategies

Matching
- Underline the key words in the questions.
- Look for the key words or their synonyms in the text.
- Match the question with the correct letter by reading the answers in each part of the text again.
- Choose the question that matches each paragraph.

Before you begin

1 Work in pairs. How do you think the students in the photographs feel? How do you revise for exams? Can you share any tips with the class?

2 DW Read the words in the box. Which are connected with the body, eating and drinking, or the mind? Check the meaning of any word(s) that you do not know in the Glossary on pages 93–95 or in a dictionary.

circulation concentration dehydration diet memory nutrition

3 This online article is about revising for exams. Listen and read. Check your answers to exercise 1.

How to revise for exams

A ______________________

No, it's never too late to start revising! The first thing I would do is to draw up a revision timetable.

B ______________________

Look at all the subjects you have to do, and 5 work out when you are going to work on each one. It's a good idea to change the order of the subjects in your timetable for each day. Try doing a little English, followed by some Maths, then Biology, and 10 so on. This way, by changing the focus of your revision, you keep your mind fresh.

C ______________________

The earlier you start in the morning, the more beneficial your revision will be, because that's when you feel most awake and your memory is at its best. 15 I'd also recommend studying for 30-minute periods, and then taking a break. It's been proved that concentration starts to decrease after half an hour, so frequent breaks will help the brain to recover and concentration to return.

D ______________________

20 By a break, I mean any change of activity from studying. It could be something as simple as just getting up from your desk and listening to some music, or walking around for ten minutes.

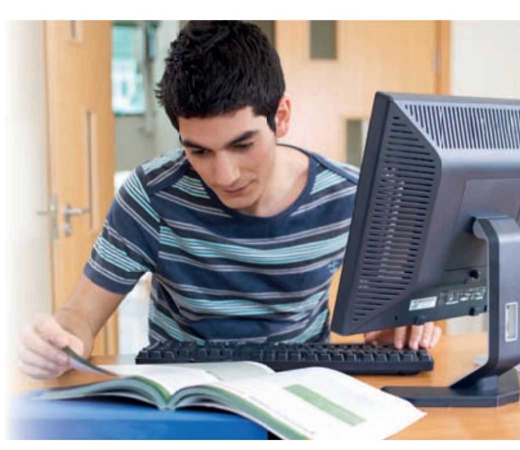
E ______________________

25 Physical activity is very important, of course, especially when you are studying. Exercise will make a huge difference to the way you feel. The physical activity will increase your heart rate and, in turn, that will increase your blood circulation. 30 It also sends more oxygen to the brain, which makes you revise more efficiently!

F ______________________

Nutrition is very important. You should try to eat as much fresh fruit and vegetables as you can. It's 35 essential not to become dehydrated, so drink lots of water.

Comprehension



4 Read the online article again. Match these questions with their answers in the article. Listen and check.

1 Could you tell me how much exercise I need?
2 Do you mind telling me how I should draw up a timetable?
3 Could you explain what you mean by frequent breaks?
4 Do you know if it's too late to start revising now?
5 Do you mind giving me some advice about diet?
6 Do you know whether it's best to get up early, or to revise late at night?

Grammar: Indirect questions

5 Rewrite these direct questions as indirect questions using all the phrases in the box. Then ask and answer the questions with your partner.

Could you tell me ...	**Do you know ...**
Do you mind telling me ...	**Could you explain ...**

1 Where should I revise for exams?
2 How much sleep do teenagers of our age need?
3 Is it possible to improve your memory?
4 What do you mean by 'mnemonics'?
5 What should I do on the day before the exam?

Tip!

You can improve your pronunciation by reading 'chunks' of language aloud. Get your partner to listen to you asking the indirect questions, and to comment on your intonation and pronunciation.

Listening

6 Listen to a dialogue between a student and an education expert answering the questions from exercise 5. Are the answers the same as yours? If not, do you agree with the expert's advice?

Comprehension

7 Listen again and decide if the first three sentences are true or false. Correct the false sentences.

1 Many people would choose to work and study where it is quiet.
2 The night before an exam, it is advisable to go to bed later than usual.
3 It is a good idea to highlight parts of a text in order to remember facts.

Speaking

8 Work in pairs. Write a list of direct questions that you would like to ask an expert about the best way to study and to revise for exams.

9 Work with a different student. Roleplay the situation. Follow your teacher's instructions.

Speaking strategies

Roleplaying
- When replying to your partner, try rephrasing what he or she says. You can use a phrase like, 'So, what you're saying is ...'.
- If you are not sure of a word, you can replace it with a definition.

Writing

10 Write a paragraph answering this question. Give some tips and good reasons to persuade your classmates to take your advice. Write about 80 words.

'I often find it difficult to fall asleep the night before an exam. Do you mind giving me some advice, please?'



Speaking

1 Work in small groups. What are the benefits of learning a foreign language?

Reading

2 Read the essay about language learning, and compare your ideas from exercise 1.

Learning a foreign language

Speaking a foreign language, it is claimed, improves the functionality of your brain in several different ways. Learning new vocabulary and grammar rules provides the brain with beneficial 'exercise', which improves memory. As well as exercising the brain, it is thought that learning a new language also presents the brain with unique challenges. These include recognising different language systems and ways to communicate within these systems. These skills improve your chances of success in other problem-solving tasks as well. It is said that students who study foreign languages do better, on the whole, in general tests in maths, reading and vocabulary than students who have only mastered their mother tongue.

According to a study carried out by Pennsylvania State University, USA, multilingual people are able to switch between two systems of speech, writing, and structure quite easily. It has been proved that they are also able to switch easily between completely different tasks. One experiment required participants to operate a driving simulator while carrying out separate tasks at the same time. The experiment showed that multilingual participants were less distracted by the other tasks and therefore made fewer driving errors.

It is believed that language learning can also improve your decision-making skills. When you speak a foreign language, you are constantly weighing up subtle differences in meaning of a word or the way that an utterance is made. This process is then transferred subconsciously to other situations in which judgement is called for, and decisions have to be made.

Finally, learning a foreign language can also improve your ability to use your mother tongue more effectively. As you become more aware of the way that a language works, you begin to apply it to the language that you use every day. The skills you obtain from learning a foreign language, therefore, can make you a better speaker and writer in your own language.

Comprehension

3 Read the essay again and explain how learning a foreign language improves your:

1 memory
2 problem-solving skills
3 use of your mother tongue
4 ability to multitask
5 decision-making skills.

Grammar: The impersonal passive

4 Read the two sentences in **bold** in the essay on page 52. Rewrite them using an active form. Which option is more formal?

1 People claim that …
2 They believe that …



5 Use the impersonal passive to report these sentences. Check your answers in the text.

1 *People think* that learning a new language also presents the brain with unique challenges.
2 *They say* that students who study foreign languages do better, on the whole, in general tests.

Speaking

6 Read these statements. Are they true or false? Discuss in pairs.

1 The left-hand side and the right-hand side of the brain have different functions. For each of us, either the left-hand side or the right-hand side of the brain is used more than the other.

2 People only remember 10% of what they read, but they remember 90% of what they see, hear and do.

3 Practice makes perfect.

Listening

7 Listen to an education expert discussing the statements in exercise 6. Does he agree with you? Listen and check.

Vocabulary: Word-building

8 Copy and complete this table. Then, choose the correct form of the corresponding words in the table to complete the sentences.

Verb	Noun	Adjective
1 ______	______	experienced
2 ______	dominance	______
3 depend	______	______
4 repeat	______	______
5 ______	correction	______

1 Have you had any ______ of learning another language?
2 Is one side of the brain more ______ than the other?
3 Whether or not you remember something that you have learnt in the past ______ on the experience you had while you were learning it.

Tip!

If you know that you need, for example, an adjective to fill the gap, but you're not sure exactly what word you need, try out prefixes (words or letters added to the beginning of a word) and suffixes (words or letters added to the end of a word) until you find the correct one.

Research box

Which abilities are commonly believed to be associated with the left- or the right-hand side of the brain?

Writing

9 Look at the sample persuasive letter on page 78 of the Activity Book. Describe the structure, matching the guidelines with the content of the letter. Write a short paragraph to describe the problem and proposed solution, and then make a plan of the letter.

Vocabulary

1 DW Complete the mind map with the words and phrases in the box. Check the meaning of any word(s) that you do not know in the Glossary on pages 93–95 or in a dictionary.

degree **diploma** **Master's degree** **online distance learning** **PhD** **postgraduate** **private university** **public university** **undergraduate** **vocational**

education

- Places and ways to study
- Qualifications
- Types of courses

Reading

2 Read the article about education in Jordan. Find the best type of course or institution for the following people:

1 a child who is too young to start primary school
2 an undergraduate who wants to get a first degree
3 someone who wants a degree from a university with lower fees
4 a postgraduate with a first degree, who wants to study further
5 a postgraduate with a Master's degree, who wants to study further
6 someone who is unable to attend university but wants a degree

Education in Jordan

Our country has a high standard of education. This is mainly due to the fact that the government considers education a necessity. All schools, from kindergarten to secondary, are the responsibility of the Ministry of Education (MOE). Pre-school and kindergarten education 5 is optional, followed by ten years of free, compulsory education. For higher education, students enter university, either for academic or vocational courses.

Students can attend a public university or a private university. A large number of Jordanian students choose to study at 10 these institutions, as well as foreign students from all over the world. These are undergraduates studying for a first degree, or postgraduates studying for a Master's degree, a PhD or a higher diploma.

The three universities with the most undergraduates are the 15 University of Jordan in Amman, Yarmouk University in Irbid and Al Balqa Applied University in Salt. These are all public universities. An example of a newer university is the German-Jordanian University in Amman, which was set up in 2005 CE. It is a collaboration between the MOHE and Germany's Federal Ministry of Education and 20 Research, and it follows Germany's model of education in Applied Sciences.

For students who wish to complete their university studies while working at the same time, it is also possible in some Jordanian universities to enrol onto online distance learning programmes. 25 In the future, this option will become available in many other universities.

Speaking

3 Read the following statements. Do they refer to distance learning via the Internet or both face-to-face learning and distance learning?

1 You don't have to attend classes.
2 You can earn money while you are studying.
3 You can do undergraduate as well as postgraduate degrees.
4 There are a lot of opportunities for group discussions.
5 There is a lot of support from lecturers and tutors.

Listening

4 Listen to two students talking about their experiences of online distance learning. Check your answers to exercise 3 based on the listening text.

Speaking

5 Discuss these questions in pairs.

1 Which would you prefer to do: a face-to-face course at a college or university, or an online course?
2 Would you prefer to do an academic or a vocational course when you finish school? Why?
3 What other advantages and disadvantages of both face-to-face and distance learning courses can you think of?

Writing

6 Write a persuasive letter to convince students at your school to study a subject of your choice at university. Write between 100 and 120 words.



Writing strategies

Persuading

In order to persuade someone to do something, you need to know your audience.

- Be polite. This does not mean using formal language in every case; rather it means understanding who your audience is and addressing them appropriately.
- Be direct about what you need from your audience. State the problem in the first sentence.
- Suggest a solution or two. Agree to compromise and do not demand too much.

Writing skills: Using pronouns

We use pronouns as ways to link paragraphs or ideas. A pronoun refers to things, people or ideas mentioned in earlier or later sentences.

The following advice about preparing for exams was given by our teacher. **He** should know – as he has taken so **many of them** in his life! He said, 'It is not a good idea to study late at night. **This** is because your brain is tired then, and **it** is unlikely to retain the information as well. The best time to study is early in the morning. **That** is when you feel most awake.'

He = our teacher
many of them = exams
This = the reason why you shouldn't study late at night
it = the brain
That = early in the morning

Quotation Read the quotation. Do you agree with it? Why/Why not? Translate the quotation into Arabic.



Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.
Henry Ford (1863 CE–1947 CE)

Project

Write a test for exam revision.

Your task

- Answer the questions below, and take notes.
- Plan the test, ensuring that you give enough thought to areas you find difficult.
- Make a note of challenging vocabulary or grammar.
- Research any additional methods to help you to study and revise.

Academic skills: Lifelong learning

To cultivate habits that will ensure effective lifelong learning, you should:

- take notes of any areas of knowledge that interest you and make time to research them and develop your ideas. Branching out on a project is a good idea.
- make sure you are confident in basic skills and knowledge. This is the foundation which will help you to build sound reasoning skills later on.
- frequently reflect on your performance in a task. Ask yourself what you did well, and how you could improve next time. Relate it to the last time you assessed yourself.



Questions

- What have you found difficult? How will you approach this difficult material?
- How can you revise grammar? How is this method different from revising vocabulary?
- How long do you need to revise each component?
- Make a list of all of the topics you need to cover.
- How can you revise reading? Can you make a revision test for this?
- How will you ensure that your test is useful?
- What will you need in order to design this test?

Project self-assessment tool

1 What was the most difficult task in this project? Why?
2 How did you plan the test? Describe one thing that you did well.
3 If you could change anything about your test, what would it be?



c How is this woman communicating with the boy? Why is she doing this?

d What airline does this aeroplane belong to?



Module 5 Discourse

Overview

- read about the relationship between culture and language, the development of sign language, doing business in China, and Jordanian imports and exports
- listen to a discussion about gender-neutral language, an interview with a former pilot about Royal Jordanian Airlines, and a radio programme about Jordan's tourism industry
- use vocabulary related to languages, business meetings and trade
- use phrasal verbs, question tags, passive forms, and unreal past forms to talk about wishes and regrets
- talk about extensive reading and flying experiences
- write a competition entry about an important experience, and a review of a tourist establishment

Project

Research and write about a successful person.



Unit 8 Language

Grammar

phrasal verbs; question tags; revision of passive forms

Research box

Which three languages are the most widely spoken in the world, and how many people use these languages as a first language?

Before you begin

1 Work in pairs. Describe the photographs above. Then, read the title of the website article in exercise 3. Answer the questions in the title to give your opinion.

2 DW Match the verbs with the nouns that they are often used with. Check the meaning of any verb(s) that you do not know in the Glossary on pages 95–96 or in a dictionary.

1 blame or punish
2 spill
3 pop
4 recall

a a drink
b a person for something he/she has done
c an event
d a balloon

3 This website article is about the relationship between language and culture. Listen and read. Check your answers to exercise 1. Have you changed your opinion at all?

Does the language we use influence the way we think? Or does our culture influence the way we use language?

Sociologists have been looking into this question for hundreds of years. They have now begun to look at not just how people talk, but also how they think, asking whether the way we understand and remember experiences is influenced by language. As a result of these studies, they have come up with some interesting results.

A lot of research has been **carried out** on the relationships between mind, world and language. In one study, a psychologist points out that when describing an event, English speakers tend to mention the person who was responsible. Whereas English speakers might say, 'John broke the vase', Spanish or Japanese speakers would use a passive form. It is believed that such differences between languages have an effect on how their speakers understand events, and whether someone is blamed for an action or gets away with it.

In another study, speakers of English, Spanish and Japanese were asked to watch videos of two people popping balloons, breaking eggs and spilling drinks, either on purpose or accidentally. Later, when asked to recall the videos, the English speakers mentioned the person who did the action. The Spanish and Japanese mentioned the person responsible for intentional events, but left this out when they considered that event to be an accident.

Scientists at Newcastle University, UK, have carried out tests to prove that different cultures also have different ways of seeing colours. They found that in Japanese, for example, there are different words for light blue and dark blue which are not found in English. Native speakers of Japanese, therefore, made a clearer distinction between colours on the spectrum.

Is it our language that has affected our way of thinking? Or has a difference in cultural habits affected both our thoughts and our language? Most likely, culture, thought and language have all come about together.

Comprehension

4 **Read the article again and answer the questions.**

1 Does the writer of the article believe that the way in which bilingual people see the world depends on which language they are using? Justify your answer.
2 What does the phrasal verb *carry out* in **bold** in the second paragraph mean?
3 Read the concluding paragraph again. Answer the questions in the paragraph to give your opinion. Do you agree with the writer's opinion? Justify your answer with examples.

Tip!
Think about the context in which the phrasal verb occurs.

Grammar: Phrasal verbs

5 **Complete the sentences using the correct form of the phrasal verbs in the box. If necessary, use a pronoun (*it/them/me*).**
Consider whether the two parts of the verb can be separated or not.
One verb is not needed.

look into come up with come about
point out get away with carry out leave out

1 As part of the interview, we will be asking all candidates to ______ a short task.
2 Ali thought that he ______, but the teacher caught him trying to cheat in the exam.
3 Last night, I watched an interesting documentary about how the ice age ______.
4 I've been thinking about a subject for my History project, and I've ______ some ideas.
5 I usually add chocolate to the recipe when I make this cake, but as I haven't got any today, I'm going to ______.
6 Thank you for writing to us about the non-delivery of your parcel. We promise to ______ immediately.

Vocabulary

6 Work in pairs.

1 DW Look up the words in the box in a dictionary. Note down eight phrasal verbs.

look get take go

2 Make as many sentences as possible using these phrasal verbs.

Writing

7 **Write an open letter in response to the question from a magazine below. You should refer to the listed topics and use phrasal verbs correctly. Write about 80 words.**

I'm going to live and study in Jordan for a year. I'm going to stay with a host family. Could you tell me a bit about living in Jordan?

food shopping eating out language meeting people
school rules public transport money travel sightseeing

Writing skills: Giving advice

You can frame your open letter with advice structures, and back them up with your own experiences.

Have you thought about …?
You should …, no doubt about it.
If I were [coming to Jordan for the first time], I would …
My main recommendation is that you …





Speaking

1 Work in pairs. What do you understand by the term 'gender-neutral'? How do you think that the sentence in the box can be made gender-neutral?

Every fireman should do his job responsibly.

Listening

2 Listen to two students discussing the 'gender-neutral' issue in exercise 1. Check your answers and complete the table.

Gender-specific words	Gender-neutral words
businessman, businesswoman	
salesman, saleslady	
headmaster, headmistress	
he or she	

Vocabulary

3 Choose the best options to complete the sentences. Then compare with a partner.

1. For centuries, ***mankind has / humans have*** preserved culture through storytelling.
2. A ***postman / postal worker*** delivers your post.
3. During the flight, the ***flight attendants / stewards and stewardesses*** will serve you drinks.
4. At the book fair, everybody was buying ***their / his*** favourite books.
5. If you need to report a crime, speak to a police ***woman / officer***.

Pronunciation: Sentence stress (1)

4 Listen to the two questions. Which word is stressed in each question? How does it change the meaning of the question?

A: What do you think? **B:** What do you think?

5 Listen to another sentence said in four different ways. Match each one to its implied meaning.

a Perhaps I can buy something else.
b Perhaps I could hire one.
c Someone else might be able to.
d I know you think I can, but you're wrong.

Quotation Read the quotation. Do you agree with it? Why/Why not? Translate the quotation into Arabic.



The limits of my language are the limits of my world.
Ludwig Wittgenstein (1889 CE–1951 CE)



Grammar: Question tags

6 **Match the sentences from the recording and the question tags. Listen and check.**

1 You did English at university last year, — **c** didn't you?
2 You don't understand what *gender-neutral* means,
3 I'll tell you what I understand by the term,
4 That doesn't help me to answer the question in my essay,
5 I have to start my essay,

a don't I?
b shall I?
c didn't you?
d do you?
e does it?

7 **Listen to the first two questions from exercise 6 again. You will hear each question twice. Mark the intonation. Does it rise or fall? How does the different intonation change the meaning?**

8 Write the question tags.

1 You can't help me with this, …?
2 She wasn't there yesterday, …?
3 We should try to help, …?
4 You haven't got a pen I can borrow, …?
5 Your mother comes from Madaba, …?
6 They sold their house, …?
7 You'll phone me later, …?
8 It doesn't rain here, …?

Speaking

9 **Work in pairs. Take turns to ask and answer questions on these topics. Use question tags and the correct intonation.**

family **friends** **free-time activities** **holidays** **school studies** **future studies**

Reading

10 Read the opening paragraph of a competition entry in a magazine and answer the questions.

> **Something worth waiting for**
> It was the day after my school graduation and my parents had been acting secretively all week, so I knew something was going to happen – I just didn't know what!

1 How do you think the author felt that morning? How does he/she let you know this?
2 What do you think might happen in the rest of the story? What clues are you given in the introduction?
3 Now read the rest of the story on page 79 of the Activity Book to find out: What details does the author include? What details does he/she ignore? Why do you think he/she does this?

Writing

11 Read the rest of the recount on page 79 of the Activity Book again. Put the paragraphs in the correct order. Then fill in the gaps with your own ideas.

Speaking

1 Work in pairs and do the quiz. Are the statements true or false?

How much do you know about sign language?

		T	F
1	It was invented in the sixteenth century but was not developed until the following century.	☐	☐
2	There are about seven million deaf people who use sign language as their first language or mother tongue.	☐	☐
3	All users of sign language are deaf.	☐	☐
4	There is one universal sign language.	☐	☐
5	Sign language is not fixed; it is constantly changing.	☐	☐

Reading strategies

Learning new vocabulary

- When you are reading a text quickly to understand the general meaning, circle any unfamiliar words but do not worry about them.
- Try to guess the meaning of the words you do not know. Read the text again carefully.
- Check the words in a dictionary and write them in your notebook to help you to remember them. Write an example sentence to show how it is used in context.



Vocabulary

2 The words in the box are all connected with languages. Which two words have the same meaning?

dialect first language foreign language mother tongue register sign language

Reading

3 Read the magazine article and check your answers to exercise 1. Correct the false statements.

Speaking with signs

It is believed that the Italians were the first people to come up with a sign language system in the sixteenth century. The idea was then taken to France in the seventeenth century, where the language was developed further.

One of the early developers of sign language was Charles-Michel de l'Epée, whose mother tongue was French. He picked up sign language while he was working with deaf people in Paris in the eighteenth century. The language was being used by two deaf sisters as a form of communication. De l'Epée then set up a school for deaf people, which was replicated across Europe. It was the first time that sign language was actively taught, and it made an enormous impact on the lives of deaf people.

Just as there are different spoken languages in countries around the world, each country has its own sign language. Sign language is used as a first language by about 70 million people in the world. The use of sign and spoken languages does not differ. Both can be used to provide and share information, tell stories, have informal discussions and give formal talks. Both have different registers and dialects, and both are constantly evolving.

Many varieties of the Arabic Sign Language have been developed, and there are almost as many Arabic sign languages as there are Arabic-speaking countries.

Recently, the benefits of learning sign language are being promoted not only to deaf people, but also to those with normal hearing. In some schools, sign language is being offered as a foreign language. Since, like all languages, sign language has a grammatical structure, it is now being recognised and taught as an optional foreign language.

Learning sign language is of enormous benefit to anyone, whether they can hear or are deaf. Like learning any new language, it involves and challenges the brain. It also allows people who master sign language to be able to communicate with a new international community.



Comprehension

4 **Read the article again and answer the questions.**

1. In what way do you think that being taught sign language has made an enormous impact on the lives of deaf people?
2. 'Sign language is a language in its own right, just as all spoken languages are.' Do you agree or disagree? Justify your answer.
3. Do you agree that hearing people would benefit from learning sign language? Why/Why not?

Grammar: Revision of passive forms

5 **Complete the text with the correct passive form of the verbs in brackets.**

Jordanian Sign Language, or *Lughat al-Ishara al-Urdunia* (LIU), is the sign language that **(1)** ______ (use) in Jordan. The language has several dialects. LIU **(2)** ______ (relate) to other sign languages in the Middle East, but none of these **(3)** ______ (research) extensively.
An introductory grammar of Jordanian Sign Language **(4)** ______ (publish) in 2004 CE. By publishing this book, it **(5)** ______ (hope) at the time that hearing Arabs with an interest in sign language would learn more about the grammar of LIU and other sign languages in general. The publication is a very important achievement for LIU because, before 2004 CE, very little research about sign languages of the Middle East **(6)** ______ (carry out). Interest in LIU has grown since then, and at the moment, a lot of research into the language **(7)** ______ (do).

Speaking

6 **Work in small groups and discuss these questions.**

1. How often do you read extensively (for enjoyment) in English?
2. What kind of English books or other publications do you read?
3. How do you think your reading has helped your English?
4. What do you find difficult about extensive reading in English, and how do you think these problems can be overcome?
5. What are you currently reading?

Academic skills: Extensive reading

- Choose material to read that interests you.
- Make sure the material is appropriate for your level of English.
- Re-read books that you have enjoyed.
- Remember that you are reading for enjoyment and general understanding. It is not necessary to understand all of the words.
- As you read more frequently, try to vary the type of books that you choose and start choosing books at a slightly higher level.
- Keep a reading record and make a note of your goals and achievements.

Writing strategies

Personalising your writing style

When writing a competition entry, you need to make your writing style stand out. To do this, you should

- think about the best way of answering the question or responding to the title
- write about what you know
- focus on details that you find important; this will give you your own unique viewpoint
- read as much as you can, note down phrases and vocabulary you like, but do not copy other writers
- think about your audience. Who will be reading what you write?

Writing

7 **A magazine has announced a competition for its readers. To win, you should write a story of about 200 words with the title 'Something worth having'.**



Unit 9 The world of business

Grammar
unreal past forms for past regrets; unreal past forms for present wishes

Before you begin

1 Look at the photographs. What would you want to know about China if you were visiting the country on a business trip?

2 DW Which of the following do you think is most and least essential in a business meeting? Check the meanings of any word(s) that you do not know in the Glossary on pages 95–96 or in a dictionary.

be prepared for detailed questions **do a deal** **give a business card** **make small talk** **negotiate** **shake hands** **tell a joke**

Research box
What are the world's top three economies?

3 This is an interview with a Jordanian businessman about his experiences in China. Listen and read. Did the interview help you to answer the question in exercise 2?

Doing business in China

Today, we talk to Mr Ghanem, a businessman based in Amman who often visits China. We asked him when he first started doing business with China.
'I've been doing business with China for many years.
5 My first trip there was in 2004 CE, and it was not very successful.'
Why was it not successful?
'I worked for a small computer company in Amman. They sent me to China when I was still quite young. If
10 only the company had realised that the Chinese respect age and experience more than youth!'
Did you make any mistakes on that visit?
'Yes! I wish I had researched Chinese culture before I visited the country. In order to be successful in China,
15 you need to earn their respect. Chinese business people will always ask about a company's successes in the past. However, because I worked for a new company, I could not talk about its track record. We did not do any business deals on that first trip.'
20 **When did you learn how to be successful in China?**
'I joined a larger company and they sent me on a cultural awareness course. On my next visit to China, it felt as if I hadn't known anything on my first visit!'
What advice can you give to people wanting to do
25 **business in China?**
'Before I visit a company, I send recommendations from previous clients. I also send my business card with my job position and qualifications translated into Chinese.'
Can you tell us about your last meeting in China?
30 'Of course! I arrived on time. You must not arrive late, as this shows disrespect. Then, when I met the company director, I shook hands with him gently. I began the meeting by making small talk about my interesting experiences in China. During the meeting, I
35 made sure that my voice and body language were calm and controlled. I never told a joke, as this may not be translated correctly or could cause offence.'
Was it a successful meeting?
'Yes, it was. I knew that the director had researched my
40 business thoroughly before the meeting, so I was prepared for **his** detailed questions. When I began negotiating, I started with the important issues. The Chinese believe in avoiding conflict. It is always important to be patient. I was prepared to compromise, so in the end, the meeting
45 was successful.'

Comprehension

4 **Listen to and read the interview again and answer the questions.**

1 Why was Mr Ghanem's first business trip to China not successful?
2 What do you think is a 'track record' (line 18)?
3 What does the word 'his' in **bold** in the text refer to?
4 What changed when Mr Ghanem visited China for the second time?
5 What similarities do you think there are, in terms of expectations at business meetings, between China and Jordan?
6 Do you think that you would be a successful business person in China? Why/Why not?

Tip!

Read carefully the sentence that has the pronoun, as well as the sentences before and after it.

Grammar: Unreal past forms for past regrets

5 **Complete the sentences with the correct form of the verbs in brackets.**

1 Ali did not pass his exams. If only he _____ harder last year. (study)
2 Ziad did not know about Chinese culture when he went on a business trip to China. He wishes he _____ a cultural awareness course. (do)
3 It was too hot to go to the beach yesterday. If only it _____ cooler. (be)
4 I feel ill. I wish I _____ so many sweets! (not eat)



Speaking

6 **Work in pairs.**

1 Make sentences using ***I wish*** or ***If only*** to talk about things that you regret from the past. You can use these examples if you wish:
   - take piano lessons when I was a child
   - visit England last summer
   - read more classic novels in Grade 11
   - visit my grandparents yesterday
   - help my mother more in the kitchen
2 Think about one of the scenarios below. Use ***I wish*** or ***If only*** to talk about the regrets that you have.
   - an exam that you did not do as well in as you expected
   - a holiday or short trip that was not as enjoyable as you had hoped it would be
   - a telephone call or meeting that was not successful

Writing

7 **Write an informal letter to a friend about some of your wishes and regrets. Write about 100 words.**

Writing skills: An informal letter

When you write an informal letter, use language that is similar to spoken English. Use abbreviations instead of full forms.

I wish I hadn't given up the piano. Last year, we always played basketball after school, but I'd rather have played tennis.

Informal letters usually have idioms and phrasal verbs, and use active rather than passive verbs.

Please let me know if ...; someone told me that ... I wasn't put off by ...

Tip!

When you are working out the meaning of a word, check its prefixes and suffixes for meaning too.

Vocabulary

1 DW The words in the box below are all related to trade. Check the meaning of any word(s) that you do not know in the Glossary on pages 95–96 or in a dictionary. Using as many of the words as you can, try to write a few sentences about what trade is.

agreement dominate export (n) extraction Gross Domestic Product import (n) reserve (n)


Port of Aqaba, Jordan

Speaking

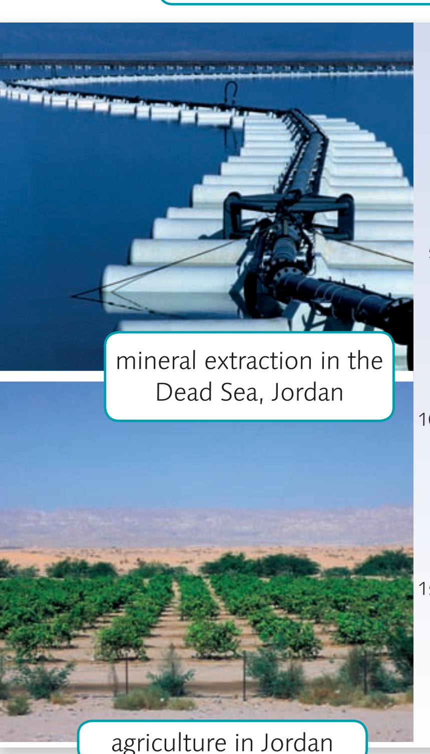
2 Work in pairs. Discuss these questions.

1 Why do countries need to export and import goods?
2 Why should our community buy Jordanian goods?
3 Which of the following goods do you think Jordan exports?

fertiliser gas knitwear minerals oil pharmaceuticals vegetables

Reading

3 Read the business report about Jordanian imports and exports. Check your answers to exercise 2.


mineral extraction in the Dead Sea, Jordan

agriculture in Jordan

Our country's imports and exports

In this report, we will look at the countries that Jordan trades with and what goods it exports and imports.

First, let's look at exports. Jordan is rich in potash and phosphate, and the extraction industry for these minerals is one of the largest in the world.
5 **(1)** ______ Pharmaceuticals and other industries represent 30% of Jordan's Gross Domestic Product (GDP), and 75% of Jordan's pharmaceuticals are exported. **(2)** ______ Most of Jordan's exports go to Iraq, the USA, India and Saudi Arabia.

Now let's look at imports. Unlike some other countries in the Middle East,
10 Jordan does not have large oil or gas reserves. **(3)** ______ Its other main imports are cars, medicines and wheat. In 2013 CE, 23.6% of Jordan's imports were from Saudi Arabia. This was followed by the EU, with 17.6% of its imports. Other imports have come from China and the United States.

Jordan has more free trade agreements than any other Arab country, and it
15 trades freely with many countries, including the USA, Canada and Malaysia. Which other areas are important for Jordan's trade? Jordan first signed a trade agreement with the EU in 1997 CE. It signed a free trade agreement with Egypt, Morocco and Tunisia in 2004 CE. In 2011 CE, another trade agreement was made with the EU, Egypt, Morocco and Tunisia. **(4)** ______

4 Read the report again. Complete the text with these sentences.

A Trade with the EU and North Africa in particular is likely to grow.
B However, the majority (65%) of the economy is dominated by services, mostly travel and tourism.
C Not surprisingly, two of Jordan's largest exports are chemicals and fertilisers.
D For that reason, Jordan has to import oil and gas for its energy needs.

Comprehension

5 Read the report again and answer the questions.

1. What does the article suggest that many of Jordan's fertilisers are made from?
2. Why does Jordan import a lot of oil and gas?
3. Which country supplies Jordan with most of its imports?
4. Why is trade with the EU and North Africa likely to grow?

Vocabulary

6 Choose the correct word(s) to complete the text about exports from Jordan to the European Union.

exported   had exported   imported   was exported   was imported   were exported

Jordan has sold goods to the EU for many years. In fact, it **(1)** ______ many products to the EU even before the 1997 CE trade agreement was made. The chart shows goods that Jordan **(2)** ______ to the EU in 2011 CE. Chemicals accounted for about 37.2% of its exports. Jordan also exported a lot of metals (16.8%) as well as manufactured goods (11.2%). Smaller amounts of food, live animals and machinery **(3)** ______ to the EU. The section called 'other' included sales of goods related to forestry and mining.

Reading strategies

Reading between the lines

- Read the questions carefully and look for any information in the text that relates to the question. The answers to some questions might not be obvious.
- Look for words and phrases that could give you a clue to the answer.
- Try to 'read between the lines': what meaning is implied, even if it is not said directly?
- Read the question again. Can you answer it now?

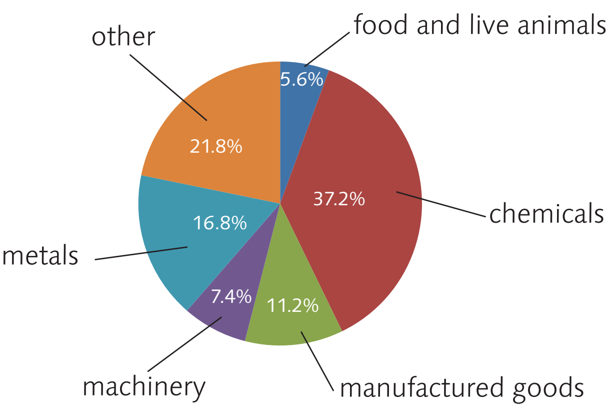
Tip!

Read all the possible answers before you decide on the correct one.

Speaking

7 Exercise 6 analyses the chart of exports from Jordan to the EU. Use this paragraph to note down ideas about the second chart. Then, discuss the chart with a partner, analysing exports from the EU to Jordan.

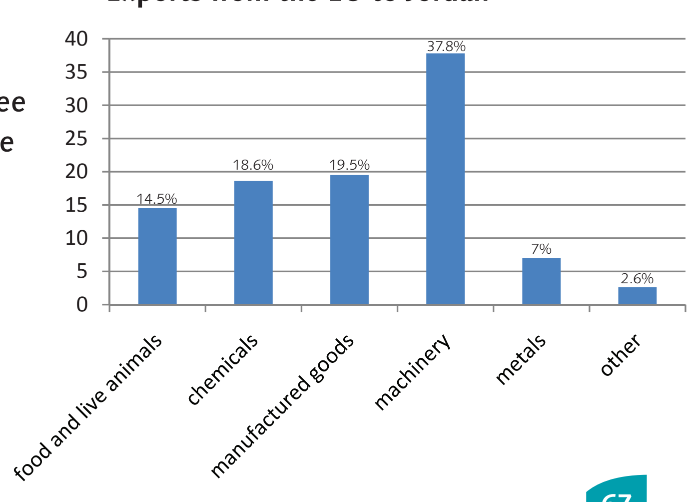
Exports from Jordan to the EU



Writing

8 Choose or invent a product. Note down its good and bad qualities. Write a paragraph of 100 words about it, ending with your opinion.

Exports from the EU to Jordan



Quotation

Read the quotation. Do you agree with it? Why/Why not? Translate the quotation into Arabic.

> ***Unless the exchange be in love and kindly justice,***
> ***it will but lead some to greed and others to hunger.***
> **Gibran Khalil Gibran**
> **(1883 CE–1931 CE)**



Speaking

1 **Work in pairs. Discuss these questions.**

1 Have you ever travelled by plane?
2 Where do you think you can fly to in the world directly from Jordan?
3 Do you think there are more or fewer planes in the sky today? In your opinion, is this a positive or a negative development? Why?

Listening

Listening strategies

Listening for numbers

- When there are a lot of numbers in a recording, first write down the numbers you hear.
- When you listen again, make a note of what the numbers refer to.
- While listening, be careful to distinguish between numbers that are easily confused, such as *thirteen* and *thirty*.



2 **Listen to an interview with a former pilot from Royal Jordanian Airlines, and answer the questions.**

1 How many planes did the airline have in 1964 CE?
2 Who did the airline help in 2014 CE, and in what way?

Comprehension

3 **Listen again and choose the correct answer.**

1 What was the destination of the airline's first flight?
A Beirut **B** Cairo **C** Kuwait City **D** Amman
2 How many people did the airline carry in 1964 CE?
A 4,200 **B** 39,000 **C** 87,000 **D** 3.3 million
3 What happened in 1965 CE?
A Royal Jordanian began to use modern jets.
B Royal Jordanian first flew to Europe.
C Royal Jordanian became the main airline in the Arab world.
D Royal Jordanian flew directly to New York.
4 When did Alia change its name to Royal Jordanian Airlines?
A 1977 CE **B** 1986 CE **C** 1999 CE **D** 1965 CE
5 How many people does Royal Jordanian employ today?
A 600 people **B** 4,500 people **C** 750 million people
D 3.3 million
6 What is helping charities an example of?
A the airline's corporate responsibility **B** the airline's revenue
C the airline's plans to expand **D** the airline's wish to help orphans

Grammar: Unreal past forms for present wishes

4 **Choose the most suitable verb form to complete these sentences.**

1 Ziad is not very good at basketball. He wishes he ______ taller! (is / were / will be)
2 I can't do this exercise. I wish I ______ it. (understood / understand / understanding)
3 Mr Haddad does not understand the Chinese businessman. If only he ______ Chinese. (speak / spoke / had spoken)
4 Jordan needs to import a lot of oil. If only it ______ larger oil reserves. (has / had / had had)

Pronunciation: Sentence stress (2)

5 Listen to this sentence said in four different ways. Match each one to its implied meaning.

The first ever Alia flight was in 1963 CE.

a There were other flights before 1963 CE, but not Alia flights.
b Alia's first flight was not in 1964 CE.
c There were no Alia flights at all before 1963 CE.
d Alia did other things before its first flight in 1963 CE.

6 The word in **bold** in each sentence indicates the stress. Say the sentences. How does the meaning of each sentence differ?

a **I** retired when I was 60, which was in 1999 CE.
b I **retired** when I was 60, which was in 1999 CE.
c I retired when I was **60**, which was in 1999 CE.
d I retired when I was 60, which was in 199**9** CE.

Speaking

7 Work in pairs and discuss these questions.

1 Which are the most interesting places that you have visited in Jordan?
2 Which do you think are the best places for tourists to visit in Jordan?
3 How important do you think tourism is to the Jordanian economy?

Listening

8 Listen to a radio programme about Jordan's tourism industry. At what rate is the tourism sector growing annually?

Comprehension

9 Listen again and answer the questions.

1 What percentage of the country's workforce is in tourism?
2 Why has money been invested in some of the historic cities?
3 Why do tourists usually like to go to Aqaba?
4 Why have loans and grants been given to areas of the country that tourists do not usually visit?
5 What examples are given of the different types of tourism that are being promoted?

Speaking

10 Work in pairs and give your preferences and opinions.

1 Would you prefer an activity holiday or a beach holiday? Why?
2 Would you rather go to a natural attraction or a historic city? Why?
3 In your opinion, should more money be spent on tourist facilities? Why/Why not?
4 If you worked in tourism, would you prefer to work for a hotel, restaurant, tour company or something else?

Writing

11 Write a review of a hotel or restaurant that you have been to. Write about 200 words. Refer to page 79 of the Activity Book for guidance.

Speaking strategies

Using correct sentence stress

- The part of the sentence which is stressed is the most important point, so you need to think carefully about the meaning that you wish to imply.
- Listen to the recording and repeat the sentences you hear. Practise saying other sentences with the stress in different places.



Wadi Rum, Jordan

Writing strategies

Expressing opinion in reviews

When writing a review, you need to develop different ways of showing how the event/restaurant/hotel affected you.

- Try using a spider diagram to give yourself ideas for the review. This way you will have a bank of ideas before you start to plan.
- Balance each negative idea with a positive one as much as possible. You should write logically, even if the experience has been unpleasant.
- Reviews are not formal writing. Imagine that your readers are people with viewpoints, experience and needs that are similar to yours.

Project

Research and write about a successful person.

Your task

- In groups of three, discuss the questions below. Make notes.
- Think about who you would like to research and write about.
- Use the Internet or a library to research information about the person that you have chosen. Check the Academic skills box for information about conducting research.
- Take notes of the most useful information. Include dates and important facts.
- When you have done your research, discuss the questions again. How has your opinion changed? Make notes.
- Plan your work. Organise your information into clear paragraphs. Include a topic sentence and a conclusion.
- In your write-up, explain why you chose this person, with reference to your answers to the questions.
- Prepare an e-presentation and present your work to the class.

Academic skills: Research skills

- When you research information, make sure that you use only reliable sources. Not all information on the Internet is accurate.
- Try to use more than one source of information. If all the sources have the same facts, they are probably accurate. If they give different facts, look for other sources.
- Always make a note of the sources you have used and put these at the end of your text.
- Check the dates of your sources of information. Are they up to date?
- Only give relevant information about a person. If you are describing why the person is successful in business, information about the person's hobbies, family, etc. might not be relevant.

Questions

- What is the dictionary's definition of 'success'? Do you agree with it? Why/Why not?
- Is success important? Why/Why not?
- How do you measure success?
- Is it possible to teach success to others? If so, how can this be done? If not, justify your answer.



Project self-assessment tool

1 How useful was the list of research skills?
2 How much of the language from the module did you use in your project?
3 How did you plan your project?
4 How did you present your project? How could you have improved it?

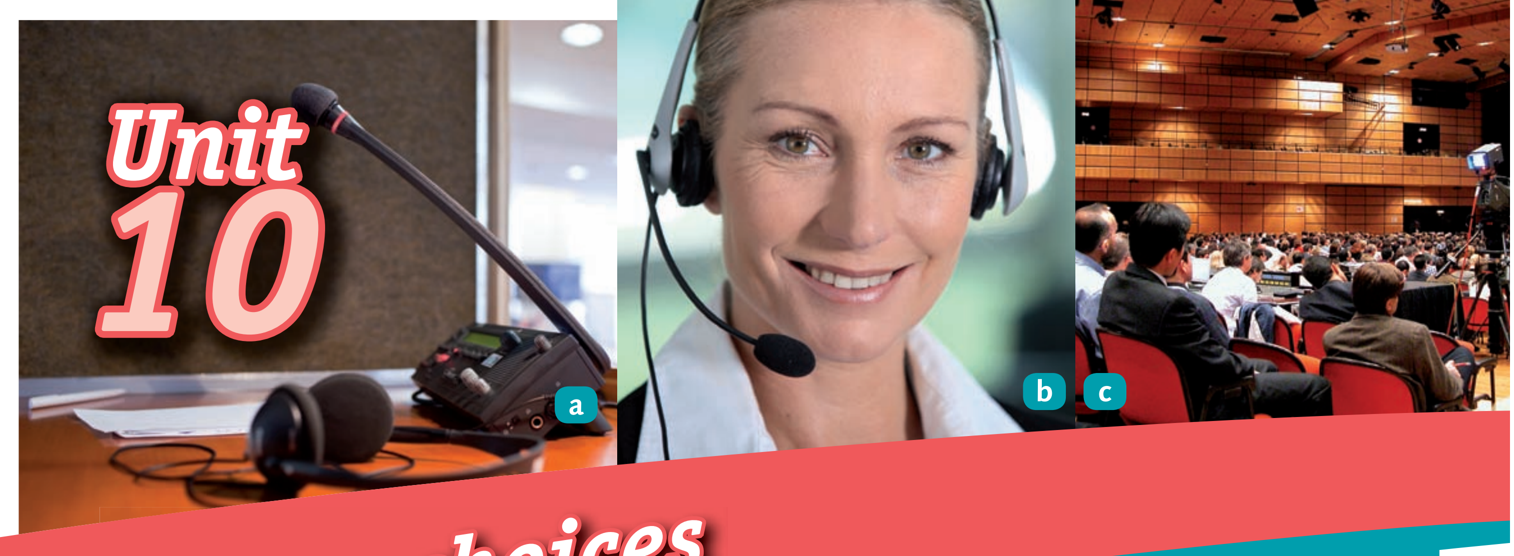


Overview

- read about a career of an interpreter, curriculum vitaes and covering letters
- listen to a radio programme about careers and an interview with a woman talking about career change
- use vocabulary related to skills
- use zero and first conditionals with future time phrases and the third conditional
- talk about career choices, and evaluate applicants for a job
- write a curriculum vitae and a covering letter

Project

Research your future career choices and carry out a job interview.



Career choices

Grammar

zero and first conditionals with future time phrases; the third conditional

Research box

What are the six official languages used at the United Nations?

Before you begin

1 Work in pairs. What do the photographs above represent? At international conferences, how do people from different countries understand each other?

2 DW Which of the following can help you to understand foreign languages? Check the meanings of any word(s) that you do not know in the Glossary on page 96 or in a dictionary.

headphones interpreter regional rewarding secure seminar translation

3 Fatima Musa is talking about her career as an interpreter. Listen and read. Check your answers to exercise 1.

My job as an interpreter

My name is Fatima Musa and I have worked as an interpreter for five years. Many students have emailed me about my work because they want to know what it would be like to do my job. So here is 5 my reply.

I have always been fond of languages. My father worked in many different countries when I was young and we usually travelled with him. When we visited a country, I always wanted to learn the language. 10 At school I was very good at English. Therefore, I decided on a career as an interpreter.

My job now involves going to important conferences and seminars around the world. When a person speaks in English at a conference, I listen to what 15 they say through headphones. I then translate into Arabic while the speaker is talking. I give the translation through headphones to other people at the meeting. This means that anyone in the room who speaks Arabic can understand what people are 20 saying.

Is it an easy job? Not at all. English is not the same in all English-speaking countries. For example, the English words that are used in India are sometimes different to the words that people use in the UK, the 25 USA or Australia. As well as knowing regional English, you also need to know a lot of specialist language. Some of the words that are used to talk about business, science or law, for example, make it almost a different language!

30 Unless you have a language degree, you will not be able to become an interpreter. Provided that you have a postgraduate qualification, you will probably get a job as an interpreter quite quickly. If you get an interview for a job, you will need to show that 35 you have good listening skills and a clear speaking voice. You will also need to show that you can think quickly and that you are able to concentrate for long periods of time. If you are successful, it is a secure and rewarding job. You will probably need to travel a lot, 40 but that is not a problem as long as you enjoy visiting other countries.

It is a very responsible job. I am aware that if I translate things badly, it could affect an important law or trade agreement between countries. However, you get 45 a huge feeling of satisfaction when you know that people understand everything that you translate.

Comprehension

4  **Listen to and read the talk again and complete the sentences.**

1. Fatima Musa's job involves going to …
2. As well as knowing regional English, you also need to know …
3. Unless you have a language degree, you will not …
4. Provided that you have a postgraduate qualification, you will probably get …
5. You will probably need to travel a lot, but that is not a problem as long as …

5 **Do you think you have the necessary qualifications to be an interpreter? Would you like to be an interpreter? Why/Why not? Discuss with a partner.**

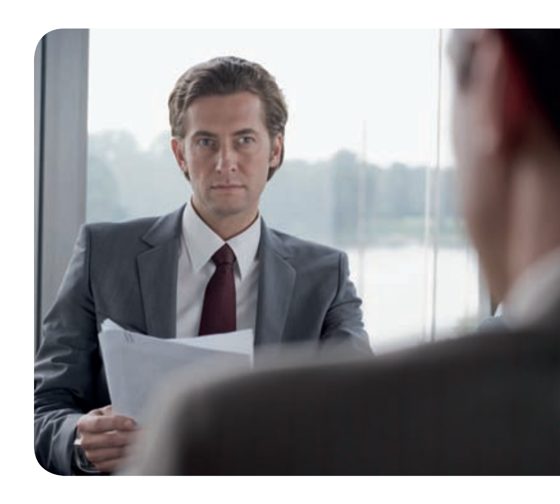
Grammar: Zero and first conditionals with future time phrases

6 **Choose the correct option to complete the sentences.**

1. Unless you have a language degree, you ***do / will*** not be able to become an interpreter.
2. If you get an interview for a job, you ***needed / will need*** to show that you have good listening skills.
3. If you are successful, it ***is / will be*** a secure and rewarding job.
4. You get a huge feeling of satisfaction when you know that people ***understand / understood*** everything you translate.

Tip!

Check if you need to decide on the verb tense in the dependent clause or the main clause.



Speaking

7 **Complete the sentences so that they are true for you.**

1. I will enjoy my job provided that ...
2. I think I will be successful as long as ...
3. Even if I travel a lot, …
4. I will not work abroad unless ...
5. If I get the job I want, ...

8 **Work in pairs and discuss the following questions.**

1. When do you get a huge feeling of satisfaction?
2. What are examples of jobs that you will not get unless you have a degree?
3. What do you think you will need to show if you have an interview for a job?
4. Do you think that it is more important to be secure, or to be happy in your job? Why?
5. How useful do you think languages are?

Speaking strategies

Answering questions fully

- Before you speak, consider the points that you want to make. Plan what you want to say.
- You can improve your answers by giving examples and explaining the reasons for your opinion. Don't forget to use linking words and sequencing adverbs.
- Always try to answer in depth and use advanced-level vocabulary.

Writing

9 **Write about 80 words to describe your ideal job. Why did you choose this job? How will you feel if you get it?**



Listening

1 Listen to a radio programme about careers. Which of the following are spoken about?

advertising banking career advisor doctor ICT lawyer surveyor teacher

2 Listen to the radio programme again and complete the sentences with expressions from the box that ask for or give advice.

you could if I were you why don't you

1 Before you find a full-time job, ______ consider doing voluntary work?
2 ______, I'd find out about training courses.
3 As you have a Geology degree, ______ do a course in Land Surveying and become a surveyor.

Speaking

3 Complete the following mini-dialogues by giving advice.

1 **A:** I would like to get a job as a teacher of English.
B: ______ study English at university?
2 **A:** I want to learn Chinese, but they don't teach it in my school.
B: You ______ do a Chinese course online.
3 **A:** I don't understand what we have to do for homework.
B: ______, I would ask the teacher.

Tip

Make sure the expression you choose fits the sentence grammatically.

Grammar: The third conditional

4 Complete these sentences with the correct form of the verbs in brackets. Listen and check.

1 I ______ (have got) the job if I ______ (have) some experience.
2 If you ______ (do) the course, you ______ (have) enough experience to apply for the job.

5 Work in pairs. Complete each sentence with your own ideas, using the third conditional.

1 If there had been email in the 1960s, …
2 If people had had mobile phones in the past, …
3 If people had known about global warming in the past, …

Listening strategies

Predicting answers

- Before you listen, read the sentences thoroughly, so that you understand them, and then you can focus on the missing words.
- Ask yourself if the missing word is a verb, a noun or an adjective, etc. Do you know which part of the verb you are listening for?

Quotation Read the quotation. Do you agree with it? Why/Why not? Translate the quotation into Arabic.



I've learned that making a living is not the same thing as making a life.
Maya Angelou (1928 CE–2014 CE)



Pronunciation: Intonation

6 **1** Listen and repeat these questions. Which one shows puzzlement? Which one shows encouragement?

a *How can I get work experience without getting a job first?*

b *Before you find a full-time job, why don't you consider doing voluntary work?*

2 Now listen and repeat these questions.

c *What advice can you give?*

d *Are there any jobs which train young people while they are working?*

Speaking

7 **Work with a partner. Is it usual for people to change jobs in their lifetime? What reasons might there be for people to change their jobs?**

Tip!

If you have to answer a question that you do not know much about, you can use phrases like 'I would imagine that ...', 'I'm not sure, but perhaps ...', 'It could be/have been ...'

Listening

8 **Listen to Mrs Jammal talking about a change in career. Which job is more rewarding: her first job or the job that she does now?**

Comprehension

9 **Listen again and choose the best answer for each question.**

1 Why did Mrs Jammal stop her job as manager of a small company?

A She had her first baby. **B** She got a better job.

C She had a third child. **D** She did not like the job.

2 Why did she decide to become a nurse?

A It was better paid.

B She was impressed with the doctors and nurses when her son was ill.

C She could not find any other work when her son was ill.

D The hospital was closer to her home.

3 Which skills does Mrs Jammal need to use now as a nurse which she did not need as a manager?

A communication skills

B the ability to stay calm under pressure

C physical skills **D** analytical skills

Grammar: The third conditional with *could* and *might*

10 **Complete the sentences so that they are true for you. Use *could* and *might* instead of *would*.**

1 If I hadn't come to this school, …

2 If I hadn't grown up in this city, …

Writing

11 **Write 100 words about Mrs Jammal. Summarise what she says about her first job and why she decided to change careers.**

Writing skills: Using linking words

Linking words showing cause explain the reason for something.

*We couldn't go to the stadium **because / as / since** there weren't any tickets left.*

***As / Since / Because** I was tired, I went to bed.*

*We were late **because of / due to** the traffic.*

Linking words showing result explain the consequences of an action.

*We were caught in traffic, **therefore / so** we missed the start of the play.*

*She worked hard; **as a result, / because of that, / consequently**, she did very well in her exams.*




Speaking

1 Discuss the questions with a partner.

1 What plans do you have for your career?
2 What is a job application?
3 What should you put in a curriculum vitae and a covering letter when you are applying for a job?

Vocabulary

2  You can see the following words in a curriculum vitae. Which words or phrases apply to skills which people need in a job? Try to work out their meanings. Then check in a dictionary.

achievements adaptable competent conscientious contact details enthusiastic keen personal attributes qualifications reference training work experience

Reading

3 These people are applying for a job at a pharmaceutical company. Read and complete the two curriculum vitaes with the headings in the box.

Contact details Name Personal attributes Qualifications and training Reference Skills and achievements Work experience



1	Name	Tareq Hakim
2	________	5 North Street, Ajloun
3	________	2009–2012: shop assistant at a chemist's 2012–2014: reporter for *Medicine Today* 2014–now: editor at a scientific journal
4	________	Degree in Chemistry (graduated 2008); Certificate in Journalism (2011)
5	________	Captain of school basketball team; Voluntary work for a charity that helps elderly people
6	________	I am a conscientious worker and I am very enthusiastic about working in pharmaceuticals.
7	________	Osama Hayek, Chemistry teacher at my secondary school

Dear Sir/Madam,

I would like to apply for the position of researcher at your pharmaceutical company. As can be seen from the enclosed curriculum vitae that I have a degree in Chemistry. Furthermore, I have worked as a shop assistant at a chemist's, so I know a lot about this industry.

I also have a qualification in Journalism and have worked previously for a scientific journal. I have excellent research skills.

In my spare time, I help elderly people, and I can see the difference that medicines can make to their lives. I am very keen to join a company that can really help people.

I look forward to hearing from you concerning the next stage of my application.

Yours faithfully,

Tareq Hakim

Dear Mr Rahhal,

I am very interested in the position of researcher at your pharmaceutical company. You will see from the enclosed curriculum vitae that I have worked in sales for a large pharmaceutical company for many years. I have been very successful in this job and I was Salesperson of the Year in 2013 CE.

I would now like a new challenge and would be interested in moving into research. I have a degree in Physics.

I am a competent and adaptable worker and I believe that I can be successful in any position.

I like reading and camping. I also like travelling.

References are available on request.

I look forward to hearing from you.

Yours sincerely,

Hisham Khatib

1	Name	Hisham Khatib
2	______	22 East Way, Irbid
3	______	2010–now: Sales Representative for a large pharmaceutical company
4	______	Degree in Physics (graduated 2009)
5	______	I won Salesperson of the Year Award in 2013 CE.
6	______	I am a very competent worker. I am also adaptable.
7	______	Samira Rahhal, the director in my current job

Speaking

4 Read the requirements of the pharmaceutical company for the position that both Hisham and Tareq have applied for. Who do you think is the best applicant for the job, and why? How could their applications be improved?

Researcher for a pharmaceutical company

An established pharmaceutical company is looking for a researcher. The successful applicant will satisfy the following requirements:

- A good Science degree
- Knowledge of the pharmaceutical industry
- Previous experience of working in this industry
- Excellent research skills

Writing

5 You have seen an advertisement for a job that you would like to do. Decide what job the advertisement is for. Write a curriculum vitae and a covering letter. Follow the models in exercise 3.

Academic skills: Formal letter writing

When you write a formal letter, remember to lay it out correctly.

- Lay the letter out correctly with a clear greeting line and sign-off line. Make sure you begin and end the letter appropriately.
- Use formal language; avoid contractions. Use modal verbs. Write short and clear paragraphs. Check your spelling and punctuation so that you give a good impression.

Writing strategies

Writing a curriculum vitae

- A clear, well-laid-out CV is important. Make sure there is adequate line space, and that your headings are in **bold**.
- Use simple, clear language.
- Focus on your achievements, both educational and extra-curricular.
- Make sure that you have included all relevant information for the application.
- Proofread your CV to make sure there are no mistakes.

Project

Research your future career choices and carry out a job interview.

Your task

- Think about your future career. If you are uncertain, write a list of possible areas that interest you, or the kind of work that you would like to do.
- If you can, interview someone you know who does this job or works in this area. Ask them some of the questions below, and add your own.
- Use the Internet to further research the job.
- In your research, answer the questions below.
- Write notes. Use them to write a CV which shows that you are preparing for a career in your chosen area.
- In pairs, decide on five or six good questions for a job interview and prepare some answers. Write notes, but do not write in full sentences.
- Hold a 'mock' interview with your partner to apply for your first job in this area.



Questions

- Why do you want to do this kind of work?
- What different types of work do people with this career do?
- What personal skills, interests or talents do you have that would make you suited to this career?
- What qualifications do you need?
- Where can you study to become qualified for this career?
- Where would you be able to obtain work?

Project self-assessment tool

1 How well did you structure your mock interview?
2 In your research, did you use the questions given, or did you use ones of your own?
3 Is there one area of the interview that you think could be improved? In what way?
4 How could you improve your interview skills for another time?

➤ Now go to Literature spot B

Revision B

Reading

1 Read the first part of this article carefully, and then answer the questions which follow.

Doing an internship

Finding work in a crowded job market can be challenging sometimes, especially for graduates who do not have any work experience. Many employers are looking for people with a proven track record in a particular area of work. However, you need to have a job in order to get experience. Doing an internship is a good way to get around this problem.

Internships provide work experience for university students, graduates and people considering career changes. Although **they** are not usually paid, interns do get many benefits. The most important benefit is considered to be the opportunity to get valuable work experience.



1. Why is it sometimes challenging for graduates to get their first job?
2. What does the phrasal verb 'get around' in line 7 mean?
3. What does the pronoun 'they' in **bold** in line 10 refer to?
4. What does the writer feel is the main reason for doing an internship?

Listening

2 Listen to the rest of the article and answer the questions.

1. How do many employers view their interns?
2. What is meant by 'trial period'?
3. What chance do internships provide?

Vocabulary and grammar

3 Choose the correct option in brackets to complete the following sentences.

1. The graduation ceremony was a very ______ occasion for everyone. (memory / memorising / memorable)
2. Nuts contain useful ______ such as oils and fats. (nutrients / nutritious / nutrition)
3. You don't speak French, ______? (don't you / you don't / do you)
4. If you ______ to learn a new language, you need to be motivated. (will want / want / wanted)
5. If only I ______ lost my ticket! (haven't / didn't / hadn't)

4 **Complete the second sentence so that it has the same meaning as the first.**

1 People say that the brain is like a computer.
It ________________ the brain is like a computer.

2 Arab mathematicians invented algebra.
Algebra ________________ Arab mathematicians.

3 Where does the bus go from, please?
Could ________________ from?

4 I am sorry that I didn't read that book.
I wish ________________ that book.

Speaking

5 **1** If you could go to school anywhere in the world, where would you go? What do you think it would be like? Talk to your partner about this, using the correct language.

2 Your school wants to introduce a new subject into its curriculum. All students have been asked to vote on this. These are the subjects that students can vote for:

- Philosophy
- Graphic Design
- Textiles
- Art History
- Engineering

Discuss with your partner the advantages and disadvantages of each subject. Decide on the best two options.

Writing

6 **Edit the following text. There are three grammar mistakes, one spelling mistake and one punctuation mistake. Find and correct them.**

It is believe that when you learn a forein language, it helps to use the language as much you can. You should take every opportunity to engage in the conversation with a native speaker. Reading English books, or magazines also helps.

7 **Read the information below, and write two sentences about the advantages and disadvantages of doing voluntary work while you are still a student. Use appropriate linking words.**

- practical experience
- future career choices
- interviews and your curriculum vitae

8 **Write a four-paragraph report on the education system in Jordan. Include information about school starting and leaving ages, grades, school subjects, hours and further education.**

I Remember, I Remember

Thomas Hood

I remember, I remember,
The house where I was born,
The little window where the sun
Came peeping in at morn;
5 He never came a wink too soon,
Nor brought too long a day,
But now, I often wish the night
Had borne my breath away!

I remember, I remember,
10 The roses, red and white,
The vi'lets, and the lily-cups,
Those flowers made of light!
The lilacs where the robin built,
And where my brother set
15 The laburnum on his birthday,—
The tree is living yet!

I remember, I remember,
Where I was used to **swing**,
And thought the **air** must **rush** as **fresh**
20 To **swallows** on the wing;
My spirit **flew** in **feathers** then,
That is so **heavy** now,
And summer pools could hardly cool
The **fever** on my brow!

25 I remember, I remember,
The fir trees dark and high;
I used to think their slender tops
Were close against the sky:
It was a childish ignorance,
30 But now 'tis little joy
To know I'm farther off from heav'n
Than when I was a boy.

Vocabulary

1 Answer the questions.

1 Why does the poet describe the sun as *peeping in* (line 4)?

2 How do the word *wing* (line 20) and the phrase *flew in feathers* (line 21) help us to work out the meaning of *swallows* (line 20)?



Comprehension

2 Answer the questions about the poem.

1 How does the poet contrast his memories of the past with the present day in the third stanza? Refer to the words in **bold** in your answer.

2 In line 29, the poet refers to his 'childish ignorance'. What was he ignorant about?

Analysis

3 Discuss these questions in pairs.

1 In the second stanza, the poet expresses amazement that a tree (*where my brother set / The laburnum on his birthday*) is still living, many years after it was planted. What does this tell us about the poet's views of our relationship with nature?

2 The last three lines of the third and fourth stanzas suggest that the author has lost his youthful joy and optimism. Do you agree with this viewpoint? Justify your answer.

All the World's a Stage

by William Shakespeare (from *As you like it*, Act II Scene VI)



All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts, ...
5 At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. ...
10 Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth.
15 And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he **plays his part**.
20 ... Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes
25 And whistles in his sound.
Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

Vocabulary

1 Answer the questions.

1 In lines 10 to 14, the poet describes the soldier's life. Which word refers to a weapon used by soldiers?
2 Compare lines 8 and 11. How do they convey the images of a boy and a soldier?
3 Describe, in your own words, the image that the poet has created of the old man (lines 20–25). What is the old man wearing? How do his clothes fit him? What does his voice sound like?
4 Which word in 'man's last stage' sums up the last line of the speech: *Sans teeth, sans eyes, sans taste, sans everything*?

Comprehension

2 Answer the questions about the speech.

1 What are the five stages of a human's life, according to the speech? List them in the correct order.
2 What does the playwright suggest about the soldier, in lines 10 to 14? Choose the correct answer and justify it.
A His life is short.
B He does not like conflict.
C He is aggressive and gets angry or violent easily.
3 How does the playwright describe the appearance of the middle-aged person?
4 Look at the phrases in **bold** on lines 19 and 26 of the speech. How is the life of a person compared to an actor in the theatre?
5 How does the playwright describe the person in the first and last stage of life?
6 What does the playwright mean by the line, *'this strange eventful history'?* (line 27)

Ideas

3 Find a line from the speech that represents the following ideas.

1 ageing **2** time **3** careers **4** youth **5** human life

4 **Which stage of life is represented as the most positive, in your opinion? Discuss this with reference to the speech and the ideas in exercise 3.**

Analysis

5 Discuss these questions in pairs.

1 Which simile does the playwright use to describe the schoolboy as he walks to school?
2 Find another example of a simile in the speech. Which two things are being compared?
3 In your opinion, which stage do you think the playwright believes to be the most positive?
4 How could you add meaning to this speech when reading it aloud? Discuss with a partner. Then, read the speech. Do you think you added appropriate expression? Why?
5 Read the poem *I Remember, I Remember* again on page 81, and compare both authors' attitudes to childhood. In what ways do they differ? In what ways are they similar? Which one do you prefer?

The Old Man and the Sea

by Ernest Hemingway

Santiago is an old fisherman in Cuba, but for the last eighty-four days he hasn't caught any fish. His friend, a young fisherman named Manolin, helps him to bring in his empty boat every day. Manolin has been Santiago's fishing partner for years. Santiago had taught him all about fishing, and has done so since he was a boy of five years old. Now, the young man's parents want him to fish with a more **productive** partner.

5 The next morning, Santiago leaves early and sails far out to sea to try his luck again. Eventually, he feels a bite on one of his **hooks**, and he works out that it must be a big fish, perhaps a marlin. The fish is strong, though, and does not come up to the surface. Instead, the fish swims away, **dragging** the old man and his boat along.

This goes on until the sun goes down, and eventually Santiago can't see the land any more at all.

As night falls, he wraps the fishing line around himself, and goes to sleep, leaving his left hand on the rope to 10 wake him if the marlin **surfaces**. Soon, the old man is asleep, dreaming of the lions he used to see when he was a boy in Africa.

Santiago is awoken in the night when he feels the marlin pulling on the line in his hand. The marlin leaps out of the water, and Santiago has to hold on to the line with all his strength to avoid being pulled into the sea.

When he sees the fish at last, he is amazed by its size. After a long and difficult struggle, he manages to pull it 15 closer to the boat and he kills it.

Santiago ties the marlin's body to his boat and prepares to sail home. Before he reaches land, though, he is attacked by several sharks. He kills one with a **harpoon** and another with his knife. The blood in the water attracts more sharks. Santiago has to beat them away with a **club** and is badly injured himself.

When he arrives back at the harbour, everyone is asleep. Arriving home, Santiago collapses on his bed in 20 exhaustion and falls asleep.

The next morning, Manolin finds Santiago in his hut and cries over the old man's injuries. Manolin **reassures** Santiago that the great fish didn't beat him and that they will fish together again. He tells him that the old man still has much to teach him.

That afternoon, some tourists see the 25 marlin's skeleton and ask a waiter what it is. Trying to explain what happened to the marlin, the waiter replies, 'shark.' The tourists misunderstand and **assume** that is what the skeleton is. They don't 30 realise that it is actually a marlin, the biggest fish ever caught in the village, at more than five metres long.

Meanwhile, Santiago is sleeping and once again, dreaming of the lions he 35 saw in Africa long ago, when he was young.



Vocabulary

1 **Look at the words in the box. Which one means ...**

productive hook drag surface harpoon club reassure assume

1 a sharp, pointed weapon, like a knife on a long stick?
2 a heavy object used for hitting?
3 to pull something heavy behind you?
4 someone who is successful or who earns you money?
5 to believe something without questioning it?
6 to say something positive to someone who is worried about something?
7 a curved object on which to hang something, for example a fish on a line?
8 to come to the top of the ocean or earth?

Comprehension

2 **Read the story again and answer the questions.**

1 What evidence is there at the very beginning of the story that Santiago is a very optimistic and determined person?
2 When Santiago feels a bite on his line, he works out that 'it must be a big fish, perhaps a marlin'. What evidence is there that he is correct?
3 Why does Santiago go to sleep that night with the line tied around himself? (paragraph 4)
4 How does Manolin try to encourage Santiago not to give up fishing? What does this tell you about Manolin's character? (paragraph 9)
5 What is the reason for the tourists' misunderstanding about what the skeleton was? (paragraph 10)

Ideas

3 **Find a line in the story that represents the following ideas.**

1 memory
2 determination
3 strength
4 suffering and pain

4 **In this retelling of the story, strength is represented in many ways. Choose one example of strength and explain its importance.**

Analysis

5 **Discuss these questions in pairs.**

1 Why do you think that Manolin's parents want him to stop fishing with Santiago? Do you think they were justified?
2 What is the importance of Santiago's dreams of his youth, and of the lions in Africa? How does this relate to the themes in the story?

Literature spot B



A Green Cornfield

Christina Rossetti

The earth was green, the sky was blue:
I saw and heard one sunny morn
A skylark hang between the two,
A singing ***speck*** above the corn;

5 A stage below, in gay ***accord***,
White butterflies danced on the wing,
And still the singing skylark soared,
And silent sank and soared to sing.

The cornfield stretched a ***tender*** green
10 To right and left beside my walks;
I knew he had a ***nest*** unseen
Somewhere among the million ***stalks***.

And as I paused to hear his song
While ***swift*** the sunny moments slid,
15 Perhaps his mate sat listening long,
And listened longer than I did.

Vocabulary

1 Answer the questions.

1 Is a **speck** something big or small (line 4)?
2 If something is in **accord**, is it in agreement or disagreement (line 5)?
3 Does **tender** suggest something fresh and young, or old and strong (line 9)?
4 What does a bird do in a **nest** (line 11)?
5 Which part of a plant is the **stalk** (line 12)?
6 Does **swift** mean slow or fast (line 14)?

Comprehension

2 Choose the correct word to complete the summary of the poem.

The poet describes how **(1)** ______ *(content / sad / lonely)* she feels as she walks through a cornfield. As she walks along, she sees a skylark **(2)** ______ *(flying away from the cornfield / flying in the sky / falling towards her)*. It doesn't sing as it flies **(3)** ______ *(lower / higher)*. Below it, butterflies **(4)** ______ *(sit quietly / move slowly / move quickly)* in the cornfield. The poet knows that the skylark's nest is **(5)** ______ *(visible in / hidden in / far away from)* the cornfield. She **(6)** ______ *(notices / imagines / knows)* that its companion is also listening somewhere in the cornfield.

Analysis

3 Answer the questions about the poem.

1 The poet uses many examples of alliteration. Find one example. What effect is the poet trying to achieve with this technique?
2 Find two references to another listener, apart from the poet herself, in lines 10 to 16 of the poem. Who or what is this listener?
3 How do we know that the poet leaves the cornfield before the skylark has stopped singing?

Around the World in Eighty Days

by Jules Verne

The story, set in 1873 CE, is about an Englishman, Mr Phileas Fogg, who is trying to complete a journey around the world in eighty days. At this point in the story, he and his travelling companion, the Frenchman Mr Passepartout, are travelling through India by train. They have befriended another traveller, Sir Francis Cromarty.

5 The train stopped at eight o'clock, in the midst of a glade some fifteen miles beyond Rothal, where there were several **bungalows** and workmen's cabins. The conductor, passing along the carriages, shouted, 'Passengers will get out here!'

'Where are we?' asked Sir Francis.

'At the **hamlet** of Kholby.'

10 'Do we stop here?'

'Certainly. The railway isn't finished.'

'What! Not finished?'

'No. There's still a matter of fifty miles to be laid from here to Allahabad, where the line begins again.'

15 'Yet you sell tickets from Bombay to Calcutta,' retorted Sir Francis, who was growing warm.

'No doubt,' replied the conductor, 'but the passengers know that they must provide means of transportation for themselves from Kholby to Allahabad.'

'Sir Francis,' said Mr Fogg quietly, 'we will, if you please, look about for some means of conveyance to Allahabad.'

20 'Mr Fogg, this is a delay greatly to your disadvantage.'

'No, Sir Francis; it was foreseen.'

'What! You knew that the way—'

'Not at all, but I knew that some obstacle or other would sooner or later arise on my route. Nothing, therefore, is lost. I have two gained days to sacrifice.A **steamer** leaves Calcutta for
25 Hong Kong at noon, on the 25th. This is the 22nd, and we shall reach Calcutta in time.'

There was nothing to say to so confident a response.

Mr Fogg and Sir Francis Cromarty, after searching the village from end to end, came back without having found anything.

'I shall go afoot,' said Phileas Fogg.

30 Passepartout, who had now rejoined his master, made a **wry grimace**, as he thought of his magnificent, but too frail Indian shoes. After a moment's hesitation, he said, 'Monsieur, I think I have found a means of conveyance.'

'What?'

'An elephant! An elephant that belongs to an Indian who lives but a hundred steps from here.'

35 'Let's go and see the elephant,' replied Mr Fogg.

They soon reached a small hut. **Enclosed** within some high **palings**, was the animal in question. An Indian came out of the hut, and, at their request, conducted them within the enclosure. The elephant, which was reared, not to be an animal that merely carried things around, but for warlike purposes, was half-domesticated. Happily, however, for Mr Fogg, the animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him. However, elephants are far from being cheap in India as they are becoming scarce. Male elephants, as they are only suitable for circus shows, are much sought after especially as the majority are domesticated. When therefore Mr Fogg proposed to the Indian to hire Kiouni, he refused point-blank. Mr Fogg persisted, offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad. Refused. Twenty pounds? Refused also. Forty pounds? Still refused.

Phileas Fogg, without getting in the least flurried, then proposed to purchase the animal outright, and at first offered a thousand pounds for him. The Indian, perhaps thinking he was going to make a great bargain, still refused.

At two thousand pounds the Indian yielded.

'What a price, good heavens!' cried Passepartout, 'for an elephant.'

It only remained now to find a guide, which was comparatively easy. A young Parsee*, with an intelligent face, offered his services, which Mr Fogg accepted, promising so generous a reward as to materially stimulate his zeal. The elephant was led out and equipped. Provisions were purchased at Kholby, and, while Sir Francis and Mr Fogg took the howdahs* on either side, Passepartout got astride the saddle-cloth between them. The Parsee perched himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut.

* *Parsee* – a person living in South Asia but descended from Persia.

* *howdah* – a seat for riding an elephant

Vocabulary

1 Answer the questions.

1. What kind of house is a *bungalow* (line 6)?
2. How does the word *hamlet* (line 9) suggest that there aren't many houses or people in the area where the train has stopped?
3. What form of transport is a *steamer* (line 24)?
4. What kind of facial expression is a *wry grimace* (line 30), and why did Passepartout's face show this expression?
5. Read line 36 again. Which words tell us that the elephant was kept safely away from direct contact with humans?

Comprehension

2 Answer the questions.

1 Why can't the train continue its journey from Kholby to Allahabad?
2 Why is Sir Francis annoyed during his conversation with the conductor? What expression is used to mean he is getting annoyed? (line 15)
3 How does Mr Fogg deal with the situation when he discovers that his train journey cannot continue? How does his attitude differ from that of Sir Francis? Look at lines 23 to 26.
4 Why did the Indian man decide to rear an elephant?
5 How do we know that the elephant is not aggressive?
6 How many people travel on the elephant?

3 Complete the sentences with the correct word.

calm confident enthusiastic unapologetic worried

1 The conductor is ______ about having sold a ticket to Allahabad to the travellers, even though the train will not take them there.
2 Mr Fogg is ______ that he will still complete his journey in eighty days.
3 Passepartout feels ______ about the prospect of walking the rest of the way to Allahabad.
4 Mr Fogg remains ______ while he negotiates the sale of the elephant.
5 The guide is very ______ about making the journey by elephant.

4 Complete the sentences 1–3 with the names of the characters.

Sir Francis Passepartout Phileas Fogg

1 ______ is prepared to walk the rest of the way to Allahabad.
2 ______ thinks that two thousand pounds is too much to pay for an elephant.
3 ______ does not know where they are when the train stops.

Ideas

5 Find a line in the story that represents the following ideas.

1 time 2 money 3 transport

6 Consider the idea of transport. Compare the train (lines 6–15) and the elephant (lines 38–45). What are the advantages and disadvantages of each mode of transport mentioned, and how does this relate to the rest of the extract?

7 Do you think that this story shows the importance of time? Justify your answer.

Glossary

MODULE 1

access /'ækses/ *(verb)* to find information, especially on a computer **access (noun) – accessible (adjective)**

blog /blɒg/ *(noun)* a regularly updated personal website or web page, usually written in an informal style **blog (verb)**

calculation /kæl͵kjuː'leɪʃən/ *(noun)* a way of using numbers in order to find out an amount, price or value **calculate (verb)**

computer chip /kəm'pjuːtə tʃɪp/ *(noun)* a small piece inside a computer which stores information via an electric current

email exchange /'iːmeɪl ɪks'tʃeɪndʒ/ *(noun)* a series of emails between two or more people, each email generally a reply to the previous one **email (verb)**

filter /'fɪltə/ *(noun)* a program that checks whether certain content on a web page should be displayed to the viewer **filter (verb)**

floppy disk /'flɒpi dɪsk/ *(noun)* a flexible, removable magnetic disk that stores computer information

ICT /'aɪ siː ͵tiː/ *(n.abbrev.)* Information and Communication Technology

identity fraud /aɪ'dentɪtiː frɔːd/ *(noun)* illegal actions using the identity of someone else, normally to buy things

PC /͵piː 'siː/ *(noun)* an abbreviation for **personal computer**, a computer that is used by one person at a time

post /pəʊst/ *(verb)* to put a message or document on the Internet so that other people can see it **post (noun)**

privacy settings /'praɪvəsi 'setɪŋz/ *(noun)* controls available on social networking sites which let you decide who can see what information

rely on /rɪ'laɪ ͵ɒn/ *(phrasal verb)* to have trust or confidence in something or someone **reliable (adjective)**

sat nav system /sæt næv 'sɪstəm/ *(noun)* **satellite navigation system** a system of computers and satellites, used in cars and other places that tells you where something is, where you are or how to get to a place

security settings /sə'kjuːrɪti 'setɪŋz/ *(noun)* controls available on computer programs which let you protect your computer from viruses

smartphone /smɑːtfəʊn/ *(noun)* a mobile phone with advanced computing technology

social media /'səʊʃəl 'miːdiə/ *(noun)* social interaction between people and communities on websites or blogs

tablet computer /'tæblɪt kəm'pjuːtə/ *(noun)* a mobile computer, with a touch screen, processor and battery all in one unit

user /'juːzə/ *(noun)* a person who uses a product or service, especially a computer or another machine

web-building program /web 'bɪldɪŋ 'prəʊgræm/ *(noun)* a software that helps you to create a website

web hosting /web ͵həʊstɪŋ/ *(noun)* the business of housing, serving and maintaining files for one or more websites

whiteboard /'waɪtbɔːd/ *(noun)* a touchscreen computer program that enables you to draw sketches, write and present ideas and talks to colleagues or students

World Wide Web /wɜːld waɪd web/ *(noun)* an information system, known as the Internet, which allows documents to be connected to other documents, and for people to search for information by moving from one document to another

MODULE 2

acupuncture /'ækjuː͵pʌŋktʃə/ *(noun)* a system of complementary medicine in which fine needles are inserted in the skin at specific points

ailment /'eɪlmənt/ *(noun)* illness

allergy /'ælədʒi/ *(noun)* a reaction of the immune system when it is sensitive to something; this reaction comes in the form of sneezing, itchy eyes or a skin rash **allergic (adjective)**

antibody /'æntɪ͵bɒdi/ *(noun)* a substance produced by the body to fight disease

apparatus /͵æpə'reɪtəs/ *(noun)* the technical equipment or machinery needed for a particular purpose

appendage /ə'pendɪdʒ/ *(noun)* a body part, such as an arm or a leg, connected to the main trunk of the body **append (verb)**

arthritis /ɑː'θraɪtɪs/ *(noun)* a disease causing painful inflammation and stiffness of the joints **arthritic (adjective)**

artificial /͵ɑːtɪ'fɪʃəl/ *(adjective)* made or produced by human beings rather than occurring naturally **artifice (noun) – artificially (adverb)**

bionic /baɪ'ɒnɪk/ *(adjective)* describing a limb or body part that is electronically or mechanically powered

bounce back /baʊns bæk/ *(phrasal verb)* to start to be successful again after a difficult time

cancerous /ˈkænˌsərəs/ *(adjective)* something that has or can cause cancer, a very serious disease in which cells in the body begin to grow abnormally **cancer (noun)**

career /kəˈrɪə/ *(noun)* a job undertaken for a significant period of a person's life and with opportunities for progress

coma /ˈkəʊmə/ *(noun)* a state of unconsciousness caused by a certain injury and that lasts for an extended period of time

commitment /kəˈmɪtmənt/ *(noun)* a promise to do something or to behave in a particular way **commit (verb) – committed (adjective)**

complementary medicine /ˌkɒmpləˈmentri ˈmedsən/ *(noun)* medical treatment which provides an alternative to scientific medical practices **complement (verb)**

conventional /kənˈvenʃənəl/ *(adjective)* having been used for a long time and is considered usual **convention (noun) – conventionally (adverb)**

cope with /kəʊp wɪð/ *(phrasal verb)* to deal successfully with, or handle, a situation

cross /krɒs/ *(adjective)* angry or annoyed

decline /dɪˈklaɪn/ *(verb)* to decrease in quantity or importance **decline (noun)**

dementia /dɪˈmenʃə/ *(noun)* a mental illness the symptoms of which are problems with memory, personality changes and problems with reasoning

drug /drʌg/ *(noun)* a medicine or a substance used for making medicines

expansion /ɪkˈspænˌʃən/ *(noun)* the act of making something bigger **expand (verb)**

feel blue /fiːl bluː/ *(verb phrase)* **[idiom]** to feel sad

focus on /ˈfəʊkəs ɒn/ *(phrasal verb)* to direct your attention or effort at something specific **focus (noun) – focused (adjective)**

have the green light /hæv ðə griːn laɪt/ *(verb phrase)* **[idiom]** to have or give permission to go ahead with something or for something to happen

healthcare /ˈhelθˌkeə/ *(noun)* the prevention or treatment of illness by doctors, dentists, psychologists, etc.

herbal remedy /ˈhɜːbəl ˈremədiː/ *(noun)* an extract or mixture of a plant used to prevent, alleviate, or cure disease **remedy (verb) – remedial (adjective)**

homoeopathy /ˌhəʊmiˈɒpəθi/ *(noun)* a system of complementary medicine in which illnesses are treated by minute doses of herbs and other natural substances

immunisation /ɪˌmjʊnaɪˈzeɪʃən/ *(noun)* the process by which an individual's immune system becomes protected against an illness **immunise (verb) – immune (adjective)**

implant /ˈɪmplɑːnt/ *(noun)* a piece of tissue, prosthetic device, or other object implanted in the body **implant (verb)**

life expectancy /laɪf ɪkˌspektənsi/ *(noun)* the length of time that a person or animal is expected to live **expect (verb) – expectation (noun)**

limb /lɪm/ *(noun)* arm or leg of a person

malaria /məˈleəriə/ *(noun)* a dangerous disease transmitted by mosquitoes

medical trial /ˈmedɪkəl ˈtraɪəl/ *(noun)* trial to evaluate the effectiveness and safety of medications **trial (verb)**

migraine /ˈmaɪgreɪn/ *(noun)* a very bad headache which often comes with a feeling of sickness and problems with vision

mortality /ˌmɔːˈtæləti/ *(noun)* death, especially on a large scale (e.g. infant mortality); the rate of deaths that occur (mortality rate) **mortal (noun and adjective) – mortally (adverb)**

MRI /ˌem ɑːr ˈaɪ/ *(noun)* (Magnetic Resonance Imaging) a scan that uses strong magnetic fields to make a picture of the inside of someone's body for medical reasons

obese /əʊˈbiːs/ *(adjective)* extremely fat, in a way that is dangerous to your health **obesity (noun)**

optimistic /ˌɒptəˈmɪstɪk/ *(adjective)* believing that good things will happen in the future **optimism, optimist (noun)**

option /ˈɒpʃən/ *(noun)* something that is or may be chosen **optional (adjective)**

out of the blue /aʊt əv ðə bluː/ *(adjective)* **[idiom]** apparently from nowhere; unexpectedly

outpatient /ˈaʊʔˌpeɪʃənt/ *(noun)* someone who goes to a hospital for treatment but does not stay for the night

paediatric /ˌpiːdiˈætrɪk/ *(adjective)* describing the area of medicine that deals with children and their illnesses **paediatrics, paediatrician (noun)**

pill /pɪl/ *(noun)* a small round piece of medicine to be swallowed whole

practitioner /prækˈtɪʃənə/ *(noun)* someone who is qualified or registered to practise a particular occupation or profession **practise (verb) – practical (adjective) – practically (adverb)**

prosthetic /ˌprəsˈθetɪk/ *(noun)* an artificial body part; ~ *(adjective)* **limb** describing an artificial body part **prosthetics (noun)**

publicise /ˈpʌblɪsaɪz/ *(verb)* to give information about something to the public, so that they know about it **publicity (noun)**

radiotherapy /ˌreɪdiəʊˈθerəpi/ *(noun)* the use of controlled amounts of radiation (a form of energy) to treat disease, especially cancer

raise /reɪz/ *(verb)* ~ **a question** to bring up a problem or cast doubt on something

red-handed /red'hændɪd/ *(adjective)* **[idiom]** in the act of doing something wrong

reputation /ˌrepjʊ'teɪʃən/ *(noun)* the common opinion that people have about someone or something **repute (verb)**

scanner /'skænə/ *(noun)* a medical instrument that uses radiography to produce images of the insides of the human body **scan (verb)**

sceptical /'skeptɪkəl/ *(adjective)* having doubts; not easily convinced **sceptic, scepticism (noun)**

see red /siː red/ *(verb phrase)* **[idiom]** to be angry

setback /setbæk/ *(noun)* a problem that delays or stops progress, or makes a situation worse

side effect /saɪd ɪ'fekt/ *(noun)* effects of medicine on your body in addition to curing pain or illness

sponsor /'spɒnsə/ *(verb)* to financially support a person or an event **sponsor (noun) – sponsored (adjective)**

strenuous /strenjʊəs/ *(adjective)* using or needing a lot of effort

stroke /strəʊk/ *(noun)* an illness when a blood tube in your brain bursts or is blocked, resulting in the brain being unable to function normally

symptom /'sɪmptəm/ *(noun)* a physical problem that might indicate a disease

viable /'vaɪəbəl/ *(adjective)* effective and able to be successful **viability (noun)**

ward /wɔːd/ *(noun)* a room in a hospital, especially for patients needing similar kinds of care **ward (verb)**

white elephant /waɪt 'eləfənt/ *(noun phrase)* **[idiom]** something that has cost a lot of money but has no useful purpose

MODULE 3

algebra /'ældʒɪbrə/ *(noun)* a type of mathematics system where letters and symbols are used to represent numbers **algebraic (adjective)**

arithmetic /ə'rɪθmətɪk/ *(noun)* the branch of mathematics concerned with numerical calculations such as addition, subtraction, multiplication and division

artificially-created /ɑːtɪ'fɪʃəli kri'eɪtəd/ *(adjective)* not real or not made of natural things but made to be like something that is real or natural **create (verb) – creation (noun)**

breathtaking /'breθˌteɪkɪŋ/ *(adjective)* wonderful, awe-inspiring

camera obscura /'kæmrə ɒb'skjʊərə/ *(noun)* Latin for 'dark room'; an optical device that led to photography and the invention of the camera

carbon-neutral /'kɑːbən 'njuːtrəl/ *(adjective)* not affecting the total amount of carbon dioxide in Earth's atmosphere **neutralise (verb) – neutrality (noun)**

ceramics /ˌsə'ræmɪks/ *(noun)* the art of producing something made from clay or porcelain, or the clay or porcelain items themselves **ceramic (adjective)**

composition /ˌkɒmpə'zɪʃən/ *(noun)* **[of music]** a piece of music that someone has written **compose (verb)**

conservatory /kən'sɜːˌvətri/ *(noun)* (American usage for British **conservatoire**) a school where people are trained in music or acting

craftsman /'krɑːftsˌmən/ *(noun)* someone who is very skilled at a particular craft, a job or an activity that requires skills and in which they make things with their hands

criticise /'krɪtɪsaɪz/ *(verb)* to judge (something) with disapproval; to evaluate or analyse (something) **critic, criticism (noun) – critical (adjective)**

demonstration /ˌdemən'streɪʃən/ *(noun)* an act of explaining and showing how to do something, or how something works **demonstrate (verb)**

desalination /diːˌsælɪ'neɪʃən/ *(noun)* the process of removing salt from sea water so that it can be used **desalinate (verb)**

fountain pen /'faʊntɪn pen/ *(noun)* a pen which needs ink cartridge refills and the nib of which takes ink from these cartridges to write

furnishings /'fɜːnɪʃɪŋz/ *(plural noun)* the furniture and other things, such as curtains, in a room **furnish (verb)**

geometry /dʒi'ɒmətri/ *(noun)* the branch of mathematics concerned with the properties, relationships and measurement of points, lines, curves and surfaces **geometric (adjective) – geometrically (adverb)**

glassblowing /glɑːsbləʊɪŋ/ *(noun)* the art of shaping a piece of hot, melted glass by blowing air into it through a tube **blow (verb)**

grid /grɪd/ *(noun)* **[energy grid]** a system of wires through which electricity is connected to different power stations across a region

ground-breaking /graʊnd'breɪkɪŋ/ *(adjective)* new, innovative **break (verb)**

hanging /'hæˌŋɪŋ/ *(noun)* a large piece of cloth that is hung on a wall as a decoration **hang (verb)**

inheritance /ɪn'herɪtəns/ *(noun)* money or things that you get from someone after they die **inherit (verb)**

inoculation /ɪˌnɒkjəˈleɪʃən/ *(noun)* an injection you can have to protect you from a disease **inoculate (verb) – inoculable (adjective)**

installation /ˌɪnstəˈleɪʃən/ *(noun)* an art exhibit often involving video or moving parts **install (verb)**

irrigate /ɪˌrɪˈgeɪt/ *(verb)* to supply land with water so that crops and plants will grow **irrigation (noun)**

lifelike /ˈlaɪflaɪk/ *(adjective)* very similar to the person or thing represented

mathematician /ˌmæθməˈtɪʃən/ *(noun)* a person who studies Mathematics to a very complex level **mathematics (noun) – mathematical (adjective)**

megaproject /megəˈprɒdʒekt/ *(noun)* a very large, expensive, ambitious business project

minaret /ˌmɪnəˈret/ *(noun)* the tall, thin tower of a mosque from which Muslims are called to prayer

musical harmony /ˈmjuːzɪkəl ˈhɑːməni/ *(noun)* a pleasant sound in music, made by playing or singing a group of different notes together **harmonious (adjective) – harmonise (verb)**

outweigh /ˌaʊʔˈweɪ/ *(verb)* to be more important than something else

pedestrian /pədestriən/ *(noun)* someone who is walking, especially along a street or another place that is used by cars **pedestrian (adjective)**

performing arts /pəˈfɔːmɪŋ ɑːts/ *(noun)* a type of art that can combine acting, dancing, painting and filming to express an idea

philosopher /fəˈlɒsəfə/ *(noun)* someone who studies and writes philosophy professionally **philosophise (verb) – philosophical (adjective)**

physician /fəˈzɪʃən/ *(noun)* someone qualified to practise medicine, especially one who specialises in diagnosis and treatment

polymath /ˈpɒlɪˌmæθ/ *(noun)* someone who has a lot of knowledge about many different subjects

qualify /ˈkwɒlɪfaɪ/ *(verb)* to be entitled to a particular benefit or privilege by fulfilling a necessary condition **qualification (noun)**

restore /rɪˈstɔː/ *(verb)* to repair or renovate a building, work of art, etc., so as to bring it back to its original condition **restoration (noun)**

revolutionise /ˌrevəˈluːʃənaɪz/ *(verb)* to completely change the way people do something or think about something **revolution (noun) – revolutionary (adjective)**

sand artist /sænd ˈɑːtɪst/ *(noun)* someone who models sand into an artistic form **sand art (noun)**

showcase /ˈʃəʊkeɪs/ *(verb)* to exhibit or display **showcase (noun)**

sustainability /səˌsteɪnəˈbɪləti:/ *(noun)* the state of being able to continue forever, or for a very long time; for example, the sustainability of the environment involves emitting less pollution and using less water **sustain (verb) – sustainable (adjective)**

textiles /ˈtekstaɪlz/ *(plural noun)* types of cloth or woven fabric

translation /trænzˈleɪʃən/ *(noun)* the process of converting documents from one language to another **translate (verb) – translator (noun)**

underline /ʌndəˈlaɪn/ *(verb)* to emphasise, to highlight

vary /ˈveəri/ *(verb)* to differ according to the situation **variation (noun) – variable (adjective)**

visual arts /ˈvɪʒuəl ɑːts/ *(noun)* art such as painting or sculpture that you look at, as opposed to literature or music

windmill /ˈwɪnˌmɪl/ *(noun)* a building that uses its sails and wind power to grind corn into flour

zero-waste /ˈzɪərəʊ weɪst/ *(adjective)* producing no waste, or having parts that can be reused

MODULE 4

academic /ˌækəˈdemɪk/ *(adjective)* connected with education, especially at college or university level **academic, academy (noun) – academically (adverb)**

Agriculture /ˈægrɪˌkʌltʃə/ *(noun)* the science or practice of farming **agricultural (adjective)**

Astrophysics /ˌæstrəʊˈfɪzɪks/ *(noun)* the study of the chemical structure of the stars and the forces that influence them

Business Management /ˈbɪznɪs ˈmænɪdʒmənt/ *(noun)* an area of study which involves learning about running a company, in areas like controlling, leading, monitoring, organising and planning **manage (verb) – managerial (adjective)**

career advisor /kəˈriə ədˌvaɪzə/ *(noun)* someone who provides information to help people to make choices about their training and work **advise (verb) – advice (noun)**

circulation /ˌsɜːkjəˈleɪʃən/ *(noun)* the movement of blood around the body when it is pumped by the heart; also **air ~**, the movement of air **circulate (verb)**

colloquial /kəˈləʊkwiəl/ (*adjective*) (of language or words) used mainly in informal conversations rather than in writing or formal speech

compulsory /kəmˈpʌlsəri/ *(adjective)* obligatory; required

concentration /ˌkɒnsənˈtreɪʃən/ *(noun)* attention, or attention span **concentrate (verb)**

contradictory /ˌkɒntrəˈdɪktəri/ *(adjective)* if two ideas are contradictory they are completely different and thus unable to both be true **contradict (verb) – contradiction (noun)**

degree /dɪˈgriː/ (*noun*) a qualification that is given to you when you have successfully completed a course of study

dehydration /ˌdiːhaɪˈdreɪʃən/ *(noun)* the state of having drunk too little water **dehydrate (verb) – dehydrated (adjective)**

developed nation /dɪˈveləpt ˈneɪʃən/ *(noun)* a rich country that has many industries, comfortable living for most people, and usually an elected government

diet /ˈdaɪət/ *(noun)* the kind of food that a person restricts themselves to eat each day **diet (verb) – dietary (adjective)**

diploma /dɪˈpləʊmə/ *(noun)* a document given by an educational institution showing that someone has successfully completed a course of study

dominate /ˈdɒmɪneɪt/ *(verb)* to be the most important feature of something **dominance (noun) – dominant (adjective)**

drop [a course] /drɒp/ *(verb)* to stop studying a certain subject at university

Economics /ekəˈnɒmɪks/ *(noun)* the study of the way in which money and goods are produced and used **economical (adjective) – economically (adverb)**

Engineering /ˌendʒɪˈnɪərɪŋ/ *(noun)* the study of how roads, bridges, machines, etc. are built **engineer (verb and noun)**

enrol /ˌɪnˈrəʊl/ *(verb)* to officially arrange to join a school, university or course **enrolment (noun)**

fluently /ˈflʊənˌʔli/ *(adverb)* speaking a language very well, like a native speaker **fluency (noun) – fluent (adjective)**

get cold feet /get kɔːld fit/ *(verb phrase)* **[idiom]** to lose your confidence in something

get it off (your) chest /get ɪt ɔf jɔː tʃest/ *(verb phrase)* **[idiom]** to tell someone about something that has been worrying you

have a head for figures /hæv ə hed fɔː ˈfɪgəz/ *(verb phrase)* **[idiom]** to have a natural mental ability for maths/numbers

immerse /ɪˈmɜːs/ *(verb)* to be deeply involved in something and spend most of your time doing it **immersion (noun)**

keep your chin up /kiːp jɔː tʃɪn ʌp/ *(verb phrase)* **[idiom]** to remain cheerful in difficult situations; an expression of encouragement

lifelong /ˈlaɪflɒŋ/ *(adjective)* continuing or existing throughout your life

Linguistics /lɪŋˈgwɪstɪks/ *(noun)* the study of the grammar, history and structure of languages **linguist (noun) – linguistic (adjective)**

Marketing /ˈmɑːkətɪŋ/ *(noun)* the study of selling products to the appropriate customer **market (verb and noun)**

Master's degree /ˈmɑːstəz dɪˈgri/ *(noun)* a period of one or two years of study which takes place after the completion of a Bachelor's degree

memory /ˈmeməri/ *(noun)* someone's ability to remember things, places and experiences **memorise (verb) – memorable (adjective)**

multilingual /ˈmʌltɪˈlɪŋgwəl/ *(adjective)* speaking, reading or writing in more than two languages **multilingualism (noun)**

multitask /ˌmʌltɪˈtɑːsk/ *(verb)* to do several things at the same time

nutrition /njuːˈtrɪʃən/ *(noun)* the process of getting the right kind of food for good health and growth **nutritious (adjective)**

online distance learning /ˈɒnlaɪn ˈdɪstəns ˈlɜːnɪŋ/ *(noun)* a formalised teaching and learning system specifically designed to be carried out remotely by using electronic communication

Pharmacy /ˈfɑːməsi/ *(noun)* the study and practice of preparing drugs or medicines **pharmaceutical (adjective)**

PhD /ˌpiː eɪtʃ ˈdiː/ *(noun)* a doctorate; the highest degree awarded by a university faculty

pioneering /ˌpaɪəˈnɪərɪŋ/ *(adjective)* introducing new and better methods or ideas for the first time **pioneer (verb and noun)**

play it by ear /pleɪ ɪt baɪ ɪə/ *(verb phrase)* **[idiom]** to decide how to deal with a situation as it develops

postgraduate /ˌpəʊstˈgrædʒuət/ *(noun)* someone who has finished their first degree and is continuing to study either a Master's or a PhD; ~ **degree** a second degree of Master's or PhD level

private university /ˈpraɪvət juːnɪˈvɜːsəti/ *(noun)* a university not operated by a government

proficiency /prəˈfɪʃənsi/ *(noun)* a good standard of ability and skill **proficient (adjective)**

Psychology /saɪˈkɒlədʒi/ *(noun)* the study of the human mind and how it works **psychological (adjective)**

public university /ˈpʌblɪk ˌjuːnɪˈvɜːsəti/ *(noun)* a university that is funded by public means, through a government

put (my) back into it /pʊt maɪ bæk ɪntʊwɪt/ *(verb phrase)* **[idiom]** to put a lot of effort into something

qualifications /ˌkwɒlɪfɪˈkeɪʃənz/ *(plural noun)* official records of achievement awarded upon the successful completion of a course of training or passing an exam **qualify (verb) – qualified (adjective)**

simulator /ˈsɪmjʊˌleɪtə/ *(noun)* any device or system that simulates specific conditions or the characteristics of a real process or machine **simulate (verb) – simulation (noun)**

Sociology /ˌsəʊsiˈɒlədʒi/ *(noun)* the study of societies and the behaviour of people in groups **sociological (adjective)**

stand out [from the crowd] /stænd aʊt/ *(phrasal verb)* to be much better than other similar people or things

tuition /tjuˈɪʃən/ *(noun)* teaching, especially in small groups

tutorial /tjuːˈtɔːriəl/ *(noun)* a period of intensive teaching and discussion given by a tutor to an individual student or a small group of students **tutor (verb and noun)**

undergraduate /ˌʌndəˈgrædʒuət/ *(noun)* someone who has not yet completed their first degree

undertake /ˌʌndəˈteɪk/ *(verb)* to commit yourself to do something and to start to do it **undertaking (noun)**

utterance /ˈʌˌtrəns/ *(noun)* something that is said, such as a statement **utter (verb)**

vocational /vəʊˈkeɪʃənəl/ *(adjective)* providing skills and education that prepare a student for a particular job **vocation (noun)**

MODULE 5

agreement /əˈgriːmənt/ *(noun)* an arrangement or promise to do something, made by two or more people, companies or organisations **agree (verb)**

be prepared for detailed questions /bi ˌprəˈpeəd fɔː ˈdiːteɪld ˈkwestʃənz/ *(verb phrase)* to be ready to understand complicated questions and respond to them appropriately

blame /bleɪm/ *(verb)* to say or think that someone or something is responsible for something bad **blame (noun)**

come about /kʌm əˈbaʊt/ *(phrasal verb)* happen or take place

come up with /kʌm ʌp wɪð/ *(phrasal verb)* produce something (an idea), especially when pressured or challenged

corporate /ˈkɔːpərət/ (*adjective*) belonging to or relating to a corporation, a big company or a group of companies acting together as a single organisation **corporation (noun)**

cryptophasia /ˌkrɪptəˈfeɪʒə/ *(noun)* a phenomenon of a language developed by twins that only the two children can understand

dialect /ˈdaɪəlekt/ *(noun)* a form of language which is spoken in only one area, with words or grammar that are slightly different from other forms of the same language **dialectal (adjective)**

do a deal /duː ə diːl/ *(verb)* to arrange an agreement in business

domestic /dəˈmestɪk/ *(adjective)* relating to or happening in one particular country and not involving any other countries **domesticate (verb) – domesticity (noun)**

eat out /iːt aʊt/ *(phrasal verb)* eat away from home, especially in a restaurant

evolve /ɪˈvɔːlv/ *(verb)* to develop gradually **evolution (noun) – evolutionary (adjective)**

export /ˈekspɔːt/ *(noun)* goods sold to another country **export (verb) – exportation (noun)**

extensively /ɪkˈstenˌsɪvli/ *(adverb)* in a way to cover or affect a large area **extensive (adjective) extend (verb)**

extraction /ɪkˈstræˌkʃən/ *(noun)* the process of removing and obtaining something from something else **extract (verb)**

fertiliser /ˈfɜːtəˌlaɪzə/ *(noun)* a substance that is put on the land to make crops grow **fertilise (verb) – fertilisation (noun) – fertile (adjective)**

first language /ˌfɜːst ˈlæŋgwɪdʒ/ *(noun)* a person's native language

get away with /get əˈweɪ wɪð/ *(phrasal verb)* to escape being blamed for something or being punished

give a business card /gɪv ə ˈbɪznɪs kɑːd/ *(verb phrase)* to give someone a card that shows a business person's name, position and contact details

goods /gʊdz/ *(plural noun)* things that are produced in order to be sold

Gross Domestic Product /grəʊs dəˈmestɪk ˈprɒdʌkt/ *(noun)* the value of a country's total output of goods and services

import /ˈɪmpɔːt/ *(noun)* goods bought from other countries **import (verb) – importation (noun) – imported (adjective)**

intentional /ɪnˈtenʃənəl/ *(adjective)* done on purpose **intend (verb) – intention (noun)**

knitwear /ˈnɪtweə/ *(noun)* clothing made from wool

leave [someone or something] out /liːv aʊt/ *(phrasal verb)* to not include (something or someone)

look into /lʊk ˈɪntə/ *(phrasal verb)* to investigate

machinery /məˈʃiːˌnəri/ *(noun)* machines, especially large ones; a system or set of processes for doing something

make small talk /meɪk smɔːl tɔːk/ *(verb phrase)* to have an informal chat with someone in order to start a conversation

mineral /ˈmɪnərəl/ *(noun)* a substance that is present in some foods and is needed for good health; a substance that is found naturally in the earth **mineral (adjective)**

mother tongue /ˈmʌðə ˌtʌŋ/ *(noun)* the first and main language that you learnt when you were a child

negotiate /nɪˈgəʊʃieɪt/ *(verb)* to discuss something in order to reach an agreement, especially in business or politics **negotiation (noun) – negotiable (adjective)**

pharmaceuticals /ˌfɑːməˈsjuːtɪkəlz/ *(plural noun)* companies which produce drugs and medicine **pharmaceutical (adjective)**

point [something] out /pɒɪnt aʊt/ *(phrasal verb)* to tell someone some information, often because you believe that they don't know it or have forgotten it

pop /pɒp/ *(verb)* to burst, or to make something burst, with a short, explosive sound

punish /ˈpʌnɪʃ/ *(verb)* to give someone an unpleasant task in response to bad behaviour

recall /rɪˈkɔːl/ *(verb)* to remember a particular fact, event or situation from the past

register /ˈredʒɪstə/ *(noun)* a technical term for the words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing

replicate /ˈrepləkeɪt/ *(verb)* to produce a copy of something **replicate (noun)**

reserve /rɪˈzɜːv/ *(noun)* something kept back or set aside, especially for future use **reserve (verb)**

sales pitch /seɪlz pɪtʃ/ *(noun)* the statements and promises that someone makes to try to persuade someone to buy something

shake hands [with someone] /ʃeɪk hændz/ *(verb)* to move someone's hand up and down in a greeting

spill /spɪl/ *(verb)* to accidentally flow over the edge of a container **spill (noun)**

tell a joke /tel ə dʒəʊk/ *(verb)* to say something to make people laugh

track record /træk ˈrekɔːd/ *(noun)* all of a person's or organisation's past achievements, successes or failures which show how well they have done something

MODULE 6

adaptable /əˈdæˌptəbəl/ *(adjective)* able to adapt to new conditions or situations **adapt (verb) – adaptation (noun)**

ambitious /æmˈbɪʃəs/ *(adjective)* having a strong desire for success or achievement **ambition (noun)**

attribute /ˈætrɪbjuːt/ *(noun)* a quality or feature that is considered to be good or useful (in a person) **attribute (verb) – attribution (noun)**

competent /ˈkɒmpətənt/ *(adjective)* having enough skill or knowledge to do something to a satisfactory standard **competence (noun)**

conscientious /ˌkɒnʃiˈenʃəs/ *(adjective)* showing a lot of care and attention (to a task) **conscience (noun)**

curriculum vitae /kəˌrɪkjʊləm ˈviːtaɪ/ *(noun)* **CV** a short, written description of a person's qualifications, skills and work experience that they send to potential employers

enclosed /ɪŋˈkləʊzd/ *(adjective)* placed in an envelope with a letter **enclose (verb)**

enthusiastic /ɪnˌθjuːziˈæstɪk/ *(adjective)* showing a lot of interest and excitement about something **enthusiasm (noun)**

fond of /fɒnd əv/ *(adjective)* having an affection or liking for someone or something

full-time /ˌfʊlˈtaɪm/ *(adjective)* **[of a job]** happening or working for the whole of the working week, and not only part of it

headphones /ˈhedfəʊnz/ *(plural noun)* a piece of equipment that you wear over your ears to listen privately to the radio, music, etc.

intern /ɪntɜːn/ (*noun*) someone who works for a short time in a particular job in order to gain experience **intern (verb) – internship (noun)**

interpreter /ɪnˈtɜːprətə/ *(noun)* someone who translates spoken words from one language into another **interpret (verb) – interpretation (noun)**

keen /kiːn/ *(adjective)* having or showing eagerness or interest (in something)

reference /ˈrefrəns/ *(noun)* a person who provides information about your character and abilities **refer (verb)**

regional /ˈriːdʒənəl/ *(adjective)* relating to a particular region or area **region (noun)**

rewarding /rɪˈwɔːˌdɪŋ/ *(adjective)* giving personal satisfaction **reward (verb and noun)**

secure /sɪˈkjʊə/ *(adjective)* safe; free from danger **secure (verb) – security (noun)**

seminar /ˈsemɪnɑː/ *(noun)* a class on a particular subject, usually given as a form of training

surveyor /səˈveɪə/ *(noun)* a person whose job is to measure the conditions of a building or to record the details of an area of land **survey (verb and noun)**

voluntary /ˈvɒləntri/ *(adjective)* done or given by choice **volunteer (noun and verb)**

work experience /wɜːk ɪkˈspɪəriəns/ *(noun)* a period of time that someone spends working in a particular place